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**MODERN  
LANGUAGE  
JOURNAL**



*Published by*  
**THE NATIONAL FEDERATION OF MODERN  
LANGUAGE TEACHERS ASSOCIATIONS**

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# The Modern Language Journal

Published by

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# The Modern Language Journal

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## The Language Curtain<sup>1</sup>

AS THIS audience well knows, two of the most familiar charges brought against the study of foreign languages in America are that they are superfluous for most people and are too quickly forgotten. Passing over the contradiction implicit in this criticism, let me point out that both charges—superfluity and forgettability—are also brought against commencement speeches. You must forgive me if, in the circumstances, I try to prove them both false.

Let me state at once my theme and my deep personal conviction: that, by not lifting the Language Curtain which she has lowered on her shores since the time of World War I, America persists in imperiling her international commitments and weakening her influence as a promoter of world peace and understanding. By indulging our linguistic and cultural isolationism long after we have abandoned political isolationism, we seem to others a nation of good intentions paving the road to an atomic hell. I am using the phrase "Language Curtain" deliberately to invite comparison with another, more familiar and more metallic screen. Is it pure coincidence, one of the forgivable synchronisms, that the rise of the Soviet Union and the decline of foreign language study in this country began at precisely the same moment in history and have continued to do global damage together? This sounds like a charge of "guilt by association" against those responsible for the decline of foreign languages, but I reject the inference. It would be more accurate to call it guilt by dissociation, or going to another, equally unfortunate, extreme. There have been too many Americans whose smug answer to the problems of a shrinking, suspicion-ridden world has been "Let 'em learn English!"

I speak of two great facts of our time, their relations to each other and to the desire of men everywhere for peace. The first great fact is the presence in our world of an unfriendly political force, both aggressive and withdrawing, both propagandistic and isolationist, which we have

come to think of as lurking behind an "iron curtain"—iron because it is relentless and militaristic; a curtain because it conceals truth, discourages close inspection, bars casual intercourse. We Americans blame the Iron Curtain for the tense, uneasy times we have inherited—blame it as the greatest barrier to international understanding and good will. And so it is.

But we Americans are not altogether blameless; and this is my theme. What is a Language Curtain but an ironic barrier to the good will that depends upon direct understanding? In the very period that saw Russia emerge as a threat to world peace, American educators, with the tacit consent of the American people, began lowering here a Language Curtain that has inhibited our knowing the minds and hearts of either our enemies or our friends. Only when men can talk together can they get together, and Americans acknowledge the essential truth of this whenever they speak, thinking only about other Americans, of "talking the other fellow's language." But after a long period of pretty much ignoring all other fellows beyond our borders, we now say: "Look, I've decided to be a neighbor, and a generous one, too; so please say 'thank you' in English, and let's get to know each other better, in English." The irony of this approach cuts deep when translated into any language. No question about it, a great many foreigners understand English; but what they cannot understand is our monolingual discourtesy, our cultural arrogance, our evident ignorance of the fact that ethnic symbols and sympathies and aspirations defy translation and must be directly apprehended by sufficient knowledge of a foreign tongue.

Twice during the past century our educational attitudes toward the study of modern

<sup>1</sup> An address delivered at the commencement exercises for the summer language schools at Middlebury (Vt.) College, August 11, 1953. On this occasion Professor Parker was awarded an honorary D.Litt. degree by the college. Reprinted from *School and Society*.

foreign languages have changed radically. From the beginnings of American education until (roughly) the year 1885, we borrowed from England the concept of a classical curriculum, designed to produce gentlemen, if not professional men. But in the 30-year period from 1885 to 1915, a combination of forces, including the popularity of the elective system and a steady rise in the school and college population, brought about a decline in the study of dead languages and a very striking increase in the study of living ones. By 1915, more than 40 per cent of the total high-school population were studying modern languages. A few years ago it was not quite 14 per cent. Today, the statisticians tell us, fewer than nine per cent of all the young people in all our schools and colleges are ever enrolled in a class in a modern foreign language.

What happened? Briefly, during World War I Americans overnight developed a hysterical distrust of all thing German—hence, by emotional logic, of all things foreign. Twenty-two states even went so far as to pass laws hostile to foreign language instruction. These were eventually reversed by the Supreme Court, but the mood that produced them remained, and in the 1920's and 1930's our isolationist, ethnocentric temper was rationalized educationally by new theories of what the child in a democracy should be taught.

I am not the least bit interested in blaming any group for what has happened. Unlike many foreign language teachers, I see no villain in the piece. Administrators and professors of education have in the past been, if not dewy-eyed, extremely shortsighted, but their myopia was approved or tacitly accepted by the American people. Moreover, foreign language teachers have in the past also been shortsighted by not modernizing their methods and objectives. I am not interested in blaming anyone because, truth to say, few people foresaw the kind of world we now find ourselves living in; and the important concern is to make sure that many, many people clearly see it and see the new relevance of foreign language study as a means to its amelioration.

Accomplishing this, you will concede, is not going to be easy, because all of us get notions about things which we cling to tenaciously. In

my opening remarks I mentioned two such notions about foreign language study which Americans have mouthed so often that they have taken on the sanctity of truisms. There are more such notions, but let's take a quick look at these two.

First is the widely held belief that foreign language study is not worth while because any skill acquired is quickly forgotten. The last part of that statement—any skill acquired is quickly forgotten—is certainly true if you add "when not put to use"; and the charge applies to skill in business, in technology, in piano-playing, in tennis, and in a thousand other things. Notice, therefore, that there are three things wrong with this common notion: first, it unfairly focuses on foreign languages, while it applies to most skills that people won't bother to use; second, it ignores the fact that American uses for foreign languages have increased phenomenally in the last decade; and third, it assumes that the only reason for studying a foreign language is to be able to read a book or talk to a foreigner. That is a pretty strong reason as the world grows smaller, as Americans travel abroad and foreigners come here in steadily increasing numbers. It is a far better reason now than it was 20 or even 10 years ago. But it is not the only reason—in the concept of liberal education it is not even the best reason—for studying a foreign language.

It takes a certain amount of skill to drive a car, and the skill can be lost through disuse; but who would call the acquiring of the skill a waste of time if its initial and only use were to visit the Grand Canyon of the Colorado or the Green Mountains of Vermont? Learning a foreign language is an educational experience: by acquiring a limited skill, which may or may not be retained, the individual finds himself personally breaking the barriers of a single speech and a single culture—experiencing another culture at first-hand in the symbols through which it expresses its realities. Should foreign language teachers stop enriching lives, stop opening American minds, stop changing people's attitude toward the world because the means which produced this end may prove short-lived?

This question brings us to the second notion about foreign language study of which Americans need to be disabused: that it is superfluous

for most people—a necessity for some, to be sure, and a pleasant accomplishment for others, but an educational luxury for the vast majority of our practical-minded citizens. Such a notion, whatever validity it may once have had, ignores the facts of life, political, economic, and social, in the second half of the 20th century. The great majority of our citizens not only have to earn a living and get along in society; they are also called upon to vote, to have and express opinions on international matters. If the purpose of education is to prepare boys and girls for the actual world in which they will live, that world has changed radically in recent years, and education had better catch up. As space and time are conquered by science and technology, the naive, parochial notion that all civilizations are or should be patterned precisely like our own is suddenly a threat to peace and a handicap to our government in its new role of leadership among nations.

We Americans were so incredibly in love with our preconceptions that we learned nothing from the experience of World War II, when our government suddenly had to spend millions to make a few small openings in the Language Curtain we had dropped. When the war ended, we hastened to sew up the holes, welcoming our returning G.I.'s by abolishing foreign language entrance and degree requirements instead of doing what history urged—raise the Curtain. To this audience I shall not rehearse the recent and unhappy consequences of our linguistic ineptitude, in Europe and elsewhere in the world, in military government, around conference tables, in encounters between ordinary citizens. For the sake of our country, and for the sake of man's hope for peace on earth, we must hasten to lift the Language Curtain and prepare more and more Americans to meet the rest of the world half way linguistically.

The learned society which I have the honor to serve as executive secretary has lately added to its scholarly concerns a three-year program to make Americans aware of the matters which I have just been touching upon. They are much on my mind and heart, and I trust that, when I was invited to speak to you this evening, it was recognized as inevitable that I would choose this subject. Lest you think it inappropriate to a commencement, let me ask you to help me

make it appropriate. Most of you who have been studying foreign languages this summer in this pleasant environment should recognize, if you have not already done so, the simple fact that you have not yet mastered a foreign language. Complete mastery of any foreign language is an ideal; you have made a commencement; and I say to this summer's graduates, in all sincerity, that I hope you will make every possible effort hereafter to improve your skills and insights. As I read the future, you have a place of vital importance in it.

To this audience I would also say: Foreign language teachers cannot alone succeed in lifting America's Language Curtain. They can and will facilitate the process by bringing their methods and objectives up to date; but no change will come about until those who actually determine the course of American education are convinced that a change is overdue. You can help by making a point of persuading your friends and neighbors. Commence today to talk about America's need for foreign languages whenever and wherever you get a chance. I offer you a seven-point program that seems to me what our country needs instead of the Language Curtain of our isolationist past:

1. Let American parents consciously see to it that their children, during the pre-school stage, acquire no subtle and insidious prejudices against foreign speech and customs.
2. Let foreign languages be introduced, along with some information about foreign lands and peoples, in all American kindergartens and elementary schools so that our children will learn early and naturally that to be "foreign" is not to be queer or unfriendly.
3. Let foreign languages be made available in every American high school and let them be required of all students who exhibit any facility in learning them.
4. Let foreign language degree requirements be restored in all the American liberal arts colleges which in the last few decades have foolishly abandoned them,<sup>2</sup> and let foreign language departments in all colleges and universities also recognize a changing world by teach-

<sup>2</sup> See the recent, exhaustive compilation, "Foreign Language Entrance and Degree Requirements," *PMLA*, LXVIII, iv, Part 2 (Sept., 1953), 40-55.

ing a foreign culture along with and through the foreign language.

5. Let adults who once studied foreign languages, in school or college, now brush up on them co-operatively in service clubs or women's clubs with the aid of local teachers, and let the educated among foreign-born American citizens now exhibit their patriotism by helping the native-born to acquire a second language and some knowledge of another culture.

6. Let our educational leaders recognize the great potential importance of foreign language teachers for the future welfare of our country, and give this recognition expression in terms of salaries and opportunities for in-service training.

7. Let the foreign language teacher's peculiar

necessity for foreign travel be specifically recognized by existing programs for international exchange of persons, and let philanthropic foundations, recognizing the urgency of preparing more such teachers, supplement these programs with special scholarships and fellowships.

This seven-point program is no more extensive than our nation's need, no more visionary than man's hope for peace. If it seems to you an ambitious plan, then let me also remind you that even the most ambitious plans must have a small beginning somewhere—and today is a day of commencement.

WILLIAM R. PARKER

*Executive Secretary, Modern Language Association*

#### AN EDUCATOR SPEAKS ON FOREIGN LANGUAGES

"Now as never before in the history of our country young American men and women who possess talent for leadership in almost any field should take pains to get real competence in modern languages. America's opportunities and obligations in the world today require that in almost every important field of human endeavor there should be able young leaders who are fluent in languages other than their native tongue. Every talented young American who develops genuine proficiency in a modern language enlarges his opportunity for usefulness in the world and increases his individual advantages. Neither teachers nor pupils should be content any longer with mere token training to satisfy college-entrance requirements. Language training should be begun very early and continued assiduously.

Heretofore, in our country at least, fluency in a foreign language has been a desirable luxury. From this day forward fluency in a foreign tongue is one of the essentials."

HERBERT G. ESPY  
Commissioner of Education  
State of Maine



## Stephen H. Bush's "Essays" on French Teaching and Letters

IF MONTAIGNE suddenly came back to our planet and cast a quizzical scrutinizing eye at the antics of people today, especially teachers of French in the U. S., he might write in a new series of *Essais* the observations and comments that follow. Only, I should add that these are not a work of my imagination but selections from the letters written by a devoted scholar and editor of Montaigne, Professor Stephen H. Bush of the State University of Iowa. He has corresponded with me ever since 1936, and I have always been struck by his luminous discussions of matters close to the heart of teachers of French. He writes like his great model, so creatively and feelingly, that his views should speak directly into the hearts and minds of our colleagues everywhere. It has long seemed to me that these latter-day *Essais* would make fascinating reading but the pages presented here are restricted to Professor Bush's comments on matters French. His letters to me attain a more universal horizon when they touch on life and death and God. It is not my personal friendship and admiration for the man that influence my judgment of his thinking, it is his own quality of absolute integrity and his power of vision.

He is now leading in Iowa City the life of Montaigne, in quiet days of retirement and thought shared by his wife Rachel. A few biographical dates will fill out the picture. He was born in 1878, got his degrees at Harvard by 1902, began his almost fifty-year teaching career at Iowa in 1901, married his Rachel in 1903, traveled in Europe several times before World War I, during which he served, as he puts it, "as a hanger-on" with the first Moroccan Division, seeing action at Amiens, Soissons, Chemin des Dames. Of his military career he reports: "I was tolerated by the GHQ, never recognized as even a soldier, and yet I was in the whole business, firing cannon, working like

a horse, dressing wounds, carrying stretchers, peppering up the men by front line work and doing anything to be done. . . . If my teaching became, after 1919, more significant, the cause is to be found in my year with French officers and soldiers." After hostilities, he served as the American Dean in Paris for the Army Educational Corps, 1918-19. He served again as the American representative for the summer sessions of the University of Paris, 1930-35, at the same time carrying on as our Secretary-Treasurer of the AATF, and of course as Head of the Romance Department at the State University of Iowa. In 1942, he suffered a paralyzing attack of rheumatic fever but he struggled on to serve his time till his retirement in 1948. On this he reports: "I would not have missed the experience. I learned some things about the human spirit that are not to be extracted from books or from active living. I came through, thanks to Rachel, the doctor, and also my own attitude . . . I no longer disbelieve in our having, what old fashioned writers called, free will, even if one admits all possible outside pressures and hereditary forces."

Here then are some glimpses into a fascinating mind, *de bonne foy*, like his friend Montaigne and with a similar *forme naïve*. I have taken the liberty of placing a title before each selection indicating the nature of the topic discussed. In a few places I have added as a footnote comments on the passage taken from a very recent letter.

### THE PLACE OF FRENCH IN THE CURRICULUM

December 12, 1936

. . . Our problems are identical and we can profit greatly by visits. To me our job is one of spreading the special culture that can come by the study of French. Our subject properly studied stimulates and widens the mind as few subjects do. To me without a historical sense there can be no education worth-



while. The present alone is practically important, but for the mind it is as nothing in one sense. An intense preoccupation with the present alone destroys all perspective. I often proclaim that if a man were magically endowed with a complete detailed factual understanding of everything in the world today and at the same stroke cut off from knowing anything of the past, the world and the man himself would instantly become a complete confusion. Our subject is in itself historical. The method of comparison is the one fruitful method for comprehension of ourselves, others and the world we live in. To go outside the America and understand how a nation with the maturity, the intellectual quality and the artistic genius of expression of the French can view humanity, may be and often is the most enlightening experience that a youngster can get in college. . . .

But the broad view of the march of humanity and a profound understanding of what society is and has been, some notion of the endless experiments, tendencies, reactions and united efforts of humanity, such a view coming from an understanding of other civilizations and literatures, is the best medicine I know for a sick and disordered mind, bewildered by the chaos of the world. It is impossible to imagine that studies of such a kind might cure not a single mind but a nation. That is asking too much of universities. To my thinking the possibilities of formal education to shape human destinies are very limited. I imagine that our formal education is only perhaps twenty per cent of the total education of even the leaders and the upper strata. But on the other hand the way the popular imagination seizes hold of pregnant ideas for evil is horrifying. The silly Race idea flattering German wounded pride has turned into a terrific myth of unpredictable consequences of evil. The way the 18th-century French notion of progress took hold of the world is astonishing. Its stimulus has been tremendous. This progress myth is still powerful, even though it has never been proved or analyzed properly. The contrary myth of the Fall of Man had an effect of similar power. . . .

#### A CHAIRMAN'S POINT OF VIEW ON HANDLING DIFFERENT METHODS

May 15, 1939

. . . By the way I have achieved a balanced conflict here in my department. We have the reading method and a vigorous and brilliant exponent of the more strictly academic in Paul Hartstall. The differing points of view inside the department keep us on our toes. I watch the equilibrium and keep them all pepped up. It is a great game which I see more clearly than anywhere else. I am strictly inconsistent in my

action, favoring both sides, even though the policy which holds sway is the idea that our job is to give all students, with as much interest in the outsiders as Romance majors, the chance to come into intimate contact with great French books. This is vitally important. As Gide said—I didn't get my inspiration out of French writers. I know their point of view. My education came from other countries. So Americans cannot get out of English and American literature what French literature gives them. It is funny to see the surprise and delight of students when they get into the game. They constantly talk like Gide. I tell them why often in Gide's words. No purely indigenous art probably developed to its full. All the history of art is the story of vivifying and opposed foreign influences. Voilà. . . .

#### ON THE MAKING OF BOOKS COME ALIVE

January 31, 1940

. . . I have three months off. You fellows who can stand the university grind for the summer and winter pulls are evidently more vigorous than I. What too much school work does for me is devastating and if I am to be a good little man in a university I have to get away for a long change every year. I say good little man and mean exactly that. I know my role. It is nothing but that of a doorkeeper of the great regions of the mind. I open doors to the important regions of the intellect, to the play grounds where youngsters develop in French of course but also English, history, art and even the sciences. I have an interesting time with the young scientists and I do not think that they forget my classes. I think this much more vital and more useful for America than the technical work of preparing French teachers. I have a larger audience. I get about 85 students a year. That is all I can handle. . . . My life is devoted really to communion with students. I talk to them and they answer back either in discussion hours or in their monthly papers. I have abandoned term papers, I want them to read up all around my lectures in advance. It is steady work around a subject and completely individual. Literary criticism is the work of an old man. No young student can do it properly. He must begin if he is to have a mind of his own by impressionism, using books like laboratories entirely free from literary histories, patterns, the study of schools and ideas more mature than his own. His mind must be virgin and he must be free not to judge and form literary patterns and to fill his mind with literary baggage (which would take all his energy) but to become friends with great men who have expressed themselves in books. He must scrutinize his own mind and his own limited experience and compare. He must see countries under other

conditionings. He must express himself about it. Literary study means rather friendship with the great dead than formal literary criticism. It is not so easy to do. The professor who wants to get students to doing this must have an alert live modern mind. He must start bonfires rather than fill heads like pots with funnels at the top. My classes are meant to be adventurous and exciting. As technical preparation for future French teachers they have a place but they are pretty poor technically. I give no systematic views. Everybody in the class takes things differently and reads more or less different books. No book to me is worth reading unless it says something to the mind of a modern student as he develops his own sense of values and finds out where his road lies. I think that this sort of thing which I find it very difficult to analyze, is neglected in our university classes with their class standards (I have practically no fixed standards), their clear cut factual objectives, their technical exigencies. There are obviously I think two fundamental university purposes. One is fact in the large sense. Then, the neglected side of meaning, implication, correlation. Students do not make transfers of knowledge and application unless they are trained in the study of meaning, in the judging of evidence, especially masses of evidence, in the formation of patterns, in the use of imagination. My original factual encyclopaedic specialized clear cut work of Harvard left me with everything inapplicable except inside the pigeonhole. I could make no pictures and make no carry over. If I thought of medieval French literature, it was strictly divorced from medieval French history and medieval society. Meaning and correlation is the use of fact and without use, fact is an idle rubbish in the mind. Unless we use actively in our own expression what we learn, we are as nothing. Uncorrelated knowledge fades rapidly and does more harm than good. Literature must be alive, personal, stimulating. It must give pictures of life. It must live all the time. It must be a part of us, not something which could be produced in an exam with specific questions. It must be active, not passive. My task aims at this ideal and it takes about all I have. I have to be eternally at work and I love it. It is a different thing from what most professors do of course, but that does not bother me—rather the reverse. I have said all this to you before but I happen to feel like saying it again!

#### LOOKING FOR IMPORTANT TITLES IN MODERN FRENCH LITERATURE

June 7, 1948

I am now after 47 years retired and if I keep going expect next Fall to teach one three hour class in French literature. This class is made up of students

with one or more years of French and has no standard or grade curve. They don't translate but read and write me tremendous reports which are not literary criticism, but personal opinions and all that.

For years, in fact since I fell ill and could no longer read myself, I have tried to get our people to tell me what French books since, say 1914 but especially since 1930, said the most to students. . . .

Won't you send me a few titles? I want books which will say something that will echo and stimulate thought and feeling. I want the books which count.

I add that I find for my students "*Le Temps du Mépris*," "*Les Thibault*," a few of Gide's books, do this. But I have read no French since Nov. 1942 and am handicapped. In the period from 1914 I am weak even if I do know Gide, Malraux, Roger Martin DuGard, very well personally. "*Le Petit Prince*" always is good. Of course there is no list of universal application. I once had a student who got a tremendous kick out of "*Voyage au Bout de la Nuit*," which seemed to me the strangest possible crazy case of taste. One has to give a wide range and not meddle too much. What I want is work, lots of it, a passion for reading and students who think and feel on their own. . . .

Let me add a word—what a cropper R. came with his "*Hommes de Bonne Volonté*." I lasted out about half way. I am buying an English translation of Sartre's "*Existentialism*" so as to be a profound authority next Fall. But I could not endure the "*Age of Reason*" which my wife tried to read to me. But I want to know more. I don't enjoy accounts of human dishrags or perverts in literature, but I am sure that disagreeable as so much of the stuff is, there is often something important behind. Perhaps I shall accept much of existentialism when I know more about it.

Write me too about yourself. If you had a better time than I did last year, you had a great year indeed. Since I gave up so long ago handing out the dope and gave the students their head, teaching has grown ever more exciting. How is it then with you?

#### REFLECTIONS ON MONTAIGNE

Oct. 17, 1950

. . . I think you have written the definitive study of the question of la Boétie and Montaigne. Long ago I read Montaigne year after year, as I did Dante. I have read him repeatedly and from cover to cover. He it was who became so strong a force in my thinking that I felt myself a disciple of Montaigne and I have never left him behind. His thought is a part of my nature. I read the somewhat cantankerous Dr. Armaingaud, and many more critics. Of late years I made every student in my classes read Lowenthal's "*Autobiography of Montaigne*" which is the best

way I ever found of getting our students to love the old Gascon.

I was puzzled of course by the problem of the "Contr'un" way back in 1899, but it was the *thought* of M., which captivated me and not questions of scholarly explanation. I spent the whole summer of 1902 on the question of relativity and Montaigne was at the heart of my long meditations and readings.

You know that I had at the Boston Latin School and then at Harvard a rigorous training in scholarly exactitude. I know what it means and I tried to follow—all in vain. I became more and more incapable of careful patient minute exact investigation such as you so perfectly illustrate in your article. I can only be grateful to you for clearing up an important and troublesome problem which so many have worked on without reaching an acceptable conclusion. I read your article with full understanding of the long long labor, the care, the weighing of evidence which went into it. Congratulations. It is exactly the kind of work I tried to do and found I could not carry on.

Let me add in my own defence that my nature allows me to weigh evidence and study questions for years often, but in another manner. In a small way like that of Montesquieu, not like that of Claude Bernard. I have a passion for truth and always seek to link it up to masses of evidence. But I do not have the instinct of a detective. I just cannot and never could fix my attention on the type of work which you have done here, much as I admire it.

I learned much from your discussion and I now have a better picture of M. than I ever got by myself. This is true even though I think I already had clearly in mind every one of the citations from M. which you made.

I had for one thing never seen so clearly what the terrible religious wars meant to M. in his personal feelings toward L. B. I see now that I had been guilty of thinking of the famous friendship almost in a vacuum, as the relation of two men by themselves.

There is nothing surprising in the fact you mention that M. was vague about the years of the friendship. One almost never is able to be quite sure in any deep friendship when the thing ceased to be almost casual and grew profound. I know of course that M. speaks differently in the essay, but I know only too well how every one of us tricks himself to thinking back over important emotional influences. Emotion may be fixed to a clear memory of time and space, but memory fools us wonderfully. It sometimes puts together things widely separated, for emotion does not have the logical framework which helps us to make our intellectual side more definite and, figuratively speaking, tangible.

M. rather early began to give his mind its head. He was so passionately a man of reflexion and analysis and so completely devoted to the search for relative truth that he abandoned all notion of any self-discipline. It is true he kept the ideal figure of antique heroism always with him, but he never followed it. Strowski was the one, wasn't he, who followed out this side of M's thought? Sainte-Beuve also goes into this I think. You see I have not read M's criticism except in spots since the days before the first world war and I am therefore not accurate. I have read M. himself since, but nothing more. M. was really slipshod and lazy in his habits. I remember studying one of his long essays which proved to be two essays, each one on a subject followed through more than M. usually did. By cutting up the essay paragraph by paragraph one had two clear consistent essays. M. got his notes mixed and never bothered to unscramble them. I forget now after fifty years, which the essay was.

#### SOME LITERARY OPINIONS

June 5, 1951

... Perhaps we don't agree on the value of the literature of the first half of this century. I judge Gide to be a great decadent writer, perhaps the most notable in western civilization. I rate Shaw as a witty second rater who will not be long remembered. I may well be quite mistaken, but that is my notion. Modern art and literature everywhere in these fifty years appears to me sterile, in spite of frantic efforts at originality.

A vast mass of new ideas was dumped upon us in these years. We have not been able, as I think, to make of all this anything really great in literature and art. Art requires serenity and maturity, the things we most lack in our time.

At the same time our new power and new knowledge have puffed up modern conceit and make our age look down more and more on the past with much the same contempt that the Romans felt for the Greeks—at the very time when they were imitating everything they said and did, as well as stealing unknown quantities of the production of Greek genius.

I found it in my last years more and more difficult to make students look at romanticism. Although they were themselves bubbling with the romantic spirit, the words were different and we were modern Americans.

All my life I have been trying to get students to read and understand Dante. I felt it a great achievement if I could get 75 per cent of my students in medieval civilization to like him for what he is and says. Probably some 20 per cent "got him," as I would wish. It took all I had and years of experience to reach this result and nothing I ever did was more difficult

It is an illusion to suppose that we moderns understand the past in a way previous ages could not. You know how badly Romanticism muffled the Middle Ages and the Enlightenment muffled Gothic.

## ON FACING LIFE

June 30, 1951

... I have often, I seem to recall, spoken of the saying of Laroche-foucauld that we approach every new stage of life as virgins, no matter how full and rich our previous living and experience had been.

I still wonder at the strangeness of this wise remark. Of course this is why life can retain its zest and its quality to the end, no matter though most of what we once thought most precious, perhaps everything desirable, has faded away. It is like the remark

of le Duc d'Aumale at the trial of le Maréchal Bazaine when the general petulantly said that there remained no government for him to remain faithful to. "But, Monsieur le Maréchal, there still remained France." Almost everything fades, but life remains the last of all, and for Rachel and me the sorrows and anxieties that crowd more thickly about us as we move on, seem only to give a greater meaning and value to life, that final value before which all science, in spite of its empty boasts, stands in complete ignorance as before a locked door.

With our very deep affection  
Stephen and Rachel Bush

HARRY KURZ

*Queens College*

## SONNET

From the Spanish of Luis de Góngora

The two sweet lips offer a taste of joy,  
a nectar stilled with pearls; Olympian wine  
need not excite your envy; Zeus divine  
quaffed lesser drinks served by his shepherd boy.

But only he who would his life destroy  
imbibes red lips, for Love, like snakes that twine  
round flowers, hides poison there of bright design  
to tinct the darts his wanton skills employ.

Nor be deceived by roses which at dawn  
you say are nacreous and subtly scented,  
descending from a purple cove like rain.

They are apples of Tantalus, invented  
to lure the most when almost touched, then gone,  
like Love, of which only the stings remain.

Translated by ELWOOD DAILY

*New York City*



## *Practical Scientific German with Color Slides*

AS A course in our college curriculum, scientific German like all foreign language courses at the present time must be made increasingly functional; otherwise, in spite of the many arguments in favor of a reading knowledge of German, we shall be unable to sell such a course.\* The science student is impressed with the fact that much research is being done now in Germany and that the German language continues to be one of international importance. He has only to pick up a copy of *Geochemistry* (University of Chicago Press, 1950), for example, to see that a multitude of the data in this field during the last few years is in German publications. He is not surprised to learn, as I did from a recent communication with the du Pont Company, that a reading knowledge of German is considered an asset for a research scientist and that most of the foreign scientific literature used by the du Pont Company comes to them from Germany. Yet unless we can show this student in the classroom that he is making definite progress toward this goal and above all, that the road to it is interesting and enjoyable, we shall not be able to expand our enrollment in courses of scientific German.

In an effort to make our second-year German course for science students more practical, as well as pleasurable, I have used series of 2×2 inch slides to illustrate each topic as it is taken up. Since it is my opinion that a living language must *live* regardless of the ultimate use of the knowledge, I have used the spoken word along with the slides. Each slide is described in German as it is flashed on the screen. The students' reaction to this system has been one of enthusiastic attention. In fact, these same students who day after day see the slides, hear lectures on them, and recite in German about the pictures have become the best sellers of the scientific German course in our college. Groups of science students have organized informally; while working in the various laboratories on the campus, they often converse in German. Though not always grammatically correct,

these discussions prove that science students contrary to the belief of some language teachers, like to be able to use orally what they are learning.

Most of the series of slides in my file have been prepared on the campus with the cooperation of the science departments. For example, I have slides of chemical laboratory equipment taken in the freshman chemistry laboratories, of various parts of the human body taken from models in the zoology laboratories, of the color spectrum, weights and pulleys taken in the physics laboratories. The students' familiarity with the equipment pictured makes the use of these slides especially advantageous. The slides themselves are neat and compact and therefore, are much easier to transport and store than are the charts and models which I described in a previous article.<sup>1</sup> Many of the slides depict actual experiments as they are being performed such as the electrolysis of water, a qualitative chemical analysis, or the dissection of a laboratory specimen. Some of the slides, for example those of geological phenomena, were made off the campus, while others were purchased commercially from such firms as Ward's Natural Science Establishment, Inc., 3000 East Ridge Road, Rochester 7, New York and General Biological Supply House, Inc., 761-763 East 69th Place, Chicago 37, Illinois. For years science departments have utilized such illustrative material with great success and there is no reason why we cannot take advantage of color slides in a related course such as scientific German.

Before assigning a reading selection on "Eine qualitative chemische Analyse," for example, the instructor brings to class a series of slides illustrating this process. He has previously spent some time getting in mind the new vocabulary

\* This paper was presented at a meeting of the South-Central Modern Language Association in Denton, Texas, on October 31, 1952.

<sup>1</sup> "A Scientist Views Scientific German," *MLJ*, Jan. 1949, 60-62.



and grammatical principles which the students will find in the reading. As each slide is projected on the screen, the instructor explains in German, slowly at first, the equipment, reagents, and the analytical process. If he uses a difficult grammatical construction, he may pause for a short blackboard explanation. As he speaks, he may check comprehension with short German questions or he may have the students repeat after him the German names of the equipment. The reading assignment is then made and during the next class period the students recite orally on the same set of slides. During this second class period the reading material is taken into consideration and difficult sentences are translated into English. Students no longer come to class with laboriously written-out translations, for with this method they find sight translation much easier. It is important, however, that the same series of slides be used during two consecutive class periods. They may, of course, be used a third time for review.

With this method the student gains great facility in aural comprehension. By the end of the school year he can follow a rather rapid lecture in German, even on new material. He gets a great deal of practice in comprehending questions on the slides the second time that they are used. It is an easy matter to test comprehension by giving oral quizzes of the multiple-choice or true-false variety while the slide is on the screen.

One of the main advantages of the use of slides is the acquisition of a scientific vocabulary. As the instructor talks in German, pointing to various portions of the slide, the student painlessly learns many of the "key" words. By the second time the slide is used these "key" words have become fixed in his mind. Since any memorizing of vocabulary devoid of association is difficult, this method enables the student to associate each new noun, verb, or other word with the image pictured on the slide. During his lecture the instructor has been careful to use words which occur in the reading selection to be assigned. Thus, the student reads his assignment with less thumbing of the dictionary.

Once the student associates whole sentences with each slide, the association having been accomplished through repetition, the teaching of

grammatical principles becomes easier. Before beginning the semester, the instructor outlines for his own benefit the items of grammar that must be made clear to the student so that he will be able to read, write, and converse successfully on scientific subjects. Some series of slides and sections of reading material lend themselves better than others to the teaching of specific grammatical topics; occasionally scientific readers, such as *Elementary German Science Reader* by O. Paul Straubinger (Rinehart, 1952), list the principles of grammar covered under each chapter heading.

Let us suppose that the instructor wishes to introduce the students to separable verbs, for he has discovered that many separable verbs occur in a reading selection on "Die Anatomie des Menschen." As various slides of the set are projected on the screen for the first time, he uses in his lecture such sentences as: "Das verlängerte Mark *stellt* eine Verlängerung des Rückenmarks *dar*," and "Im Gehirn des Menschen *weist* des Großhirn tiefere Furchen *auf*," each time emphasizing the parts of the verb. The use of separable verbs can be practiced by having the students answer such simple questions as: "Was *stellt* das verlängerte Mark *dar*?" Other selections such as those on geology provide the instructor with an opportunity to drill the students on the use of separable verbs in the present perfect tense. Speaking of a slide showing the walls of the Grand Canyon, the instructor might say as he points to various parts of the slide, "Die Verwitterungskräfte haben ein Faulen, Zersetzen oder Verwittern des Gesteins *herbeigeführt*."

The understanding of sentences containing the passive voice is also facilitated when these sentences are associated with slides. For example, in preparing for a reading selection on "Die Herstellung von Sauerstoff," the instructor projects a slide showing the experiment as it is conducted in a course of general chemistry. He uses in his introductory explanation such remarks as: "Der Sauerstoff wird in einem Zylinder aufgefangen," and "Das Gas wird durch ein Verlängerungsrohr geleitet." With a slide which shows the chemistry instructor preparing this experiment, the German instructor can also quickly illustrate the difference between the active and passive voices. While

pointing to the appropriate portions of the slide, he says, "Der Lehrer gießt Wasser in die pneumatische Wanne," and then "Das Wasser wird von dem Lehrer in die pneumatische Wanne gegossen." Later he repeats these sentences more rapidly as he reviews the essential steps of the experiment. Then the students read the selection and during the next class period the instructor asks them German questions which require passive constructions in the answers.

Another construction which will undoubtedly appear on the instructor's list of topics to be mastered is that of the participial adjective. Too many of us in the past have used isolated theoretical examples to explain the steps to be followed in translating such a construction. Practical examples taken up in class along with a slide are much more satisfactory from the pedagogical viewpoint since the student can visualize what is happening as it is described. In a series on "Die Zelle" the instructor has an opportunity to introduce and explain the construction using a present participle involving an active idea, as well as the construction with a past participle involving a passive idea. As he points to the slides, he explains, "Der im Cytoplasma liegende Zellkern hat meistens eine kugelartige Form." He might also say, "Im Cytoplasma liegen auch die mit Zellsaft gefüllten Hohlräume." With appropriate intonation, accompanied by indications with the pointer, he can give the student a feeling for the various elements of the construction.

These grammatical principles, the separable verb, the passive voice, and the participial-adjective construction, are only a few of the many which can be introduced and explained with slides. When color slides are used in the classroom, the teaching of grammar is a gradual process. However, it must be a conscious, planned operation on the part of the instructor, for the student will not become familiar with the essentials if it is an accidental process. After a construction is introduced, the instructor must be careful to follow through with the drills and questions which will clinch the mastery.

The slides also help to develop the power of oral expression. The student not only answers

questions in German on the pictures, but also identifies various portions of the slide or explains in German the location of a part of the scientific apparatus, plant, animal, or whatever is being treated at the time. After this preliminary oral work and translation of the selection, one student is assigned the task of describing the slide in detail for the class. Each of the other students then asks him a German question on the slide which he attempts to answer in an impromptu manner. Surprisingly enough, we have had a great deal of success with this system of students' questions and answers, for the student giving the review lecture is so familiar with the slide that he is rarely caught off guard by a question. Out of this oral work in class has grown our third-year scientific German course held in one of the seminar rooms in the library. There the student, in addition to abstracting in German or English and translating original articles from professional German magazines, reviews and discusses in German the recent scientific developments there described. Even here many of the students prefer to make a sketch or diagram to illustrate their reviews.

Any illustrative material contributes greatly to the success of scientific German courses, but color slides used to accompany the reading selections in the second-year course, our first specialized scientific German course, have increased the functional value of such a course. Not only does the student find vocabulary acquisition easier but he also shows marked progress in aural comprehension and the understanding of difficult grammatical constructions. He consistently improves in oral and written expression of German and hence, finds that he is able to translate and abstract the selections faster and more correctly. The slides add interest to the once dull scientific German sessions. The added confidence which the student has gained has had a noticeable effect on the class morale and thus, the student himself has become an ambassador of scientific German on our campus.

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## The Venjance Nostre Seigneur as a Mediaeval Composite

FEW if any pious legends enjoyed more popularity or wider diffusion in western Europe than the *Venjance Nostre Seigneur*. Its success depended in large part on the somewhat ingenious but natural blending of three themes, each of which had conspicuous mediaeval appeal in its own right: (1) the avenging of the Crucifixion satisfied the requirement for just retribution; (2) the veronica-cloth and the cure of Tiberius provided the miraculous; and (3) the capture of Jerusalem by Titus, in 70 A.D., gave free rein to the epic tastes of authors and public. The beginnings of the legend go back almost as far as Christianity itself, and the several themes gradually brought together a whole long array of events played by an elaborate cast of characters.

Despite its prestige down through the Middle Ages, the *Venjance Nostre Seigneur* is relatively unknown today: in fact, its history as a whole has been reviewed by only one modern investigator, Arturo Graf. But neglect of the *Venjance* is readily accounted for, as the filiation of versions and of manuscripts within versions is indefinitely complicated, and as the mediaeval copies are scattered over western Europe in public and private libraries from Derbyshire to Italy. And yet the legend provides rich material for literary study: in terms of Roman history and legend; in terms of epic tradition; in terms of religious drama. My necessarily brief discussion is limited to the evolution and blending of the three basic themes into their eventual mediaeval composite.

The destruction of Jerusalem by Titus and Vespasian is recounted again and again all through the Middle Ages. Anachronistically, the two emperors came to be regarded in legend as instruments of Christian justice, revealed, however, only to those who were prepared to understand and worship.

Pilate is portrayed at first as an admirer and friend of Jesus, and as narrator to Caesar of

Christ's exemplary life. Pilate supposedly wrote to Tiberius proposing that Jesus be honored by the Romans as God. This suggestion was reported to be favorably received by the emperor, but rejected by the Roman Senate.

Toward the middle of the second century, a tradition was well established that Christ had been judged worthy of divine honors by a Roman emperor. This is recorded by Tertullian, Eusebius, and others; and was thereby passed on to the Middle Ages, to remain universally known. The tradition goes to the point that Pilate is gradually transformed into a saint and even a martyr, while Tiberius himself becomes a Christian.

However, in following its rational development, the legend changes. Since Tiberius is enlisted in the cause of Christ, Pilate can be removed and given a character more in conformity with the part that he played in the actual events. Pilate is sacrificed to the greater interest of the Christian conscience, with which the legend is filled. Thus Tiberius, in his reply to Pilate, threatens him and the other culprits with death for their misdeeds; and so the concept of vengeance is formed and grows. In his reply, Tiberius says that he learned the whole truth of the matter from a woman who had come to Rome to find him; here we find a beginning of the Veronica legend, a legend which appears in both the seventh-century *Cura sanitalis Tiberii* and the eighth-century *Vindicta Salvatoris*. Essentially, the Veronica legend is this: A cloth that was used to wipe Christ's brow on his way to the cross was later used to perform miraculous cures. Whoever looked at the cloth in faith beheld there Christ's image and was immediately healed. Whether it was because this cloth was in the possession of a Veronica or because *vera icon* means "true image," the proper name becomes a common noun.

At first, Tiberius was represented as working

disinterestedly through a love of truth and justice and through a sort of unconscious faith; but now comes a change brought about by the nature of the subject and the faith of believers. The fable of his illness and of the miraculous cure wrought by Veronica's "image" come together and cause a change in his reason for avenging the death of Christ.

Next there is a fusion of the Veronica story and the legend that Tiberius was a Christian, a fusion which is more human and poetic, more apt to capture popular fancy. Its chief literary source is the *Cura sanitatis Tiberii*.

The main source for the third legend, the theme of vengeance, is the *Vindicta Salvatoris*. Other important sources are Hegesippus, and Flavius Josephus who took part in the Jewish War. In the *Vindicta Salvatoris*, that is, before the end of the Roman period, we already have the main characters and events of the *Vengeance Nostre Seigneur*, where the legend of the Tiberius cure is joined with the destruction of Jerusalem.

The *chanson de geste* stages of the *Vengeance Nostre Seigneur* are available to us in nine widely scattered manuscripts, which represent five different stages in the legend, ranging in time from the twelfth century through the fifteenth, and in length from fewer than 1200 verses to over 3400. The dispersion of the manuscripts and especially the complex variety of the transmission itself, presumably explain why the poem has received little attention.

Briefly, the story in the mediaeval epic poems is as follows:

Vespasian is so ill that no doctor in his kingdom can cure him. He sends his seneschal Gai to bring the great wonder-working prophet from Jerusalem and also to collect tribute from Pilate. Finding that the prophet has been put to death by the Jews, Gai nevertheless returns with Veronica and her miraculous cloth. Pilate refuses to pay tribute. By looking at the cloth and seeing Christ's image, Vespasian is healed. He vows to take vengeance on the Jews and to become Christian. The Romans set sail for the Holy Land, land at Akkar, capture the castle at Haifa, and lay siege to Jerusalem. By digging a trench about the city to prevent foraging raids, the Romans finally starve the Jews into submission. The famine is so severe that a

woman even eats her child. The Jews surrender after swallowing their valuables in order to keep them from the Romans. The Jews are sold in groups of thirty, at one piece of silver per group, in revenge for the price of Christ's betrayal. When the Roman soldiers discover how their enemies have hidden gold, there is as it were a "run on the market" and a great slaughter of Jews. Pilate, after being taken to Rome, is sentenced to a painful, lingering death in Vienne, France. Vespasian, Titus and the Roman soldiers have already become Christian. The poem ends with an exhortation to all men to fear and praise God.

As in some other *chansons de geste*, there are in the *Vengeance Nostre Seigneur* a religious enthusiasm, a unity of organization, and a style of commendable simplicity. It embodies ideals of faith and honor, reflects influence of Christian beliefs, and profits by enthusiasm for tales of crusades and distant lands.

For a study of the mystery-play stage of the legend, I have had access to the Chatsworth and Arras manuscripts of the Marcadé *Vengeance*, as collated by Professor Edward B. Ham. In addition to this fifteenth-century mystery, its adaptation in the incunabulum of Antoine Vérard is also available in Library of Congress photostats.

Here the legend is greatly lengthened, about 15,000 lines occupying three *journées* or acts in the Chatsworth manuscript, and a longer version covering four *journées* in the Vérard printing. The events are much as in the *chanson de geste*, but in the mystery there are many more characters, more complexity, more patchwork, and more material brought in from Roman history. Following are some incidents which illustrate these differences:

In the first *journée* we have Pilate writing to Tiberius blaming the Jews for Christ's death and recommending that Christ be honored in Rome as God. The Jewish priests also send word to Rome to the contrary purpose. These letters recall the earliest steps in the legend. Then occurs a scene in Hell where the devils are planning to prevent the truth from being known. Vespasian is a general in Spain rather than Rome, incurably ill. A pilgrim tells him of Christ, and at Titus's suggestion messengers are sent to Pilate for a relic of Christ.



In the second *journée* the main events are Vespasian's healing through the veronica-cloth, and the report of Pilate's misdeeds to Tiberius. After sending word of his miraculous cure to Rome, Vespasian and his troops set sail for Judaea to avenge Christ's death. In the meantime, Pilate is brought to Rome and sent to Lyon for punishment, which he escapes by committing suicide. Next we have a succession of Roman emperors up to the coronation of Nero. There is much jumping about from Spain to Rome, etc.

In the third *journée*, found in the Vêrard printing, there is the siege and storming of the city of Jotapate, and an account of the shameful deeds and death of Nero. The attack on Jotapate follows closely Flavius Josephus, Book III, and Hegesippus, Book III. Among Nero's misdeeds are such things as the flaying of two Roman Senators, the opening of his mother's womb (as told also in the *Roman de la Rose*), and the burning of Rome. These scenes of shocking crudeness are eloquent commentary on popular taste of the time. Such episodes show how the mediaeval audience could be at once barbaric and devout, without awareness of moral or emotional inconsistency.

The fourth *journée* deals with the destruction of Jerusalem and also another succession of Roman emperors, with alternating scenes in Jerusalem and Rome. Vitellius is deposed and the crown is offered to Vespasian, who goes to Rome to accept, leaving the capture of Jerusalem to Titus.

To aid the Romans in defeating the Jews in

battle, God causes the sun to shine on into the night. (Note the same device in the epic *Venjançe* and in the *Chanson de Roland*.) Because of starvation and thirst, the Jews finally are overcome after having swallowed their valuables. Some groups continue to resist for a time in three towers, but are finally defeated. Most of the captives are sold at the rate of thirty for one *denier* and some are sent out to sea, just as in the epic poem. Finally Titus thanks his generals and sails for Rome.

The borrowings from Josephus and Hegesippus are frequent in the mystery-play. Some concrete examples are: the incident of the simpleton who cries "woe" over Jerusalem, the deposing of Vitellius and crowning of Vespasian, Marie's killing and eating her child, the Jews' swallowing their valuables and being cut open for them, the final resistance in the towers. The third stage of the legend, as has been noted, borrows more from Roman history and is more of a hodgepodge than the *Chanson de geste* stages.

In considering the evolution and merging of three legends into the one that forms the *Venjançe Nostre Seigneur*, we have seen that it is in reality a mediaeval composite, representing at the different stages of its development changing attitudes on the part of the public. We have also noted that in France this legend remained a fusion of epic and piety, and that it reflects illuminating facets in the mediaeval temperament.

LOYAL A. T. GRYTING

University of Arizona

#### CENTRAL STATES MODERN LANGUAGE TEACHERS ASSOCIATION

The Thirty-Seventh Annual Meeting of the Central States Modern Language Teachers Association will be held in Detroit, April 30-May 1, 1954, with headquarters at the Park Shelton Hotel, Woodward Avenue at Kirby. Those planning to attend should make their reservations early. Dr. Clarence Wachner, Director of Language Education, Board of Education, Detroit, is the Local General Chairman.



## *Do We Really Meet Our Responsibilities?*

LET US be honest with ourselves: the cause of dwindling interest in languages cannot be explained by statistical data only but is to be sought in ourselves to a great extent. In the eyes of our students we are not only teachers mastering languages but the first direct messengers of foreign cultures who will help them to find a personal relationship to other countries. They feel just as we do that they are living in a world laden with tension in which the boundary lines of nationalities are in a process of losing their former importance. This development obviously cannot be lasting and constructive unless it finds a backbone in a concomitant progressing understanding and gradual overcoming of the prejudices of nationalism; that chauvinistic nationalism which is lurking with its paralyzing face behind the conference tables of all the diplomats. Cauterizing the selfish heads of this hydra on the road to an ideal commonwealth of free nations, if such can ever be achieved, will probably need generations of increasing adjustment of differences and reconciliation of deeply rooted feelings of antagonism.

Here is where I feel a new, basic, and incontestable responsibility of the postwar teacher of modern languages has to be faced and accepted.

Our young students find themselves exposed to conflicting philosophies and are often in an inner turmoil not knowing which way to turn and how to form opinions of their own; but they are well aware of the heritage of freedom that will be entrusted to them. Most of them have an honest desire, I feel, to become acquainted with and to understand idiosyncrasies and philosophies of other peoples in order to re-examine inherited principles and preconceived judgments.

Do we fully realize which immediate and intuitive tool we are providing for them to this purpose through the medium of the foreign language? Do we, the often accent-marked spokesmen of foreign nations, keep pace with

the increasing need of promoting mutual fraternal relations through languages and do we live up to our office of interpreters—in all the connotations of the word—to the questioning generation of tomorrow?

I am afraid the answer cannot always be positive, especially since a practical return question would be: how can such ambitious goals be achieved in the limited time available for our elementary courses if we want to be sure that our students acquire simultaneously a satisfactory command of the important language fundamentals: a facility in reading, speaking, writing, and understanding the foreign language?

Let us ask ourselves first what kind of recollections many of our students have of their two or four semesters of language education—from my experience they can be divided into three groups: the grammatical linguists, the conversationalists, and what might be called the normal language students.

A student representing the first group did a lot of reading in the widely accepted popular textbooks; he was exposed to the erudition of a rigid grammatical disciplinarian whose command of rules and exception rules left him awestricken while those red arrows of the correcting pen proved to him in a frustrating but convincing manner how little he had really learned in these two years. He left the course with the feeling that taking a foreign language is just another mechanical process requiring a tremendous amount of "pounding" and memorizing dull, dry facts or rules to be applied; what an ordeal it must be to sweat it out for an "A" and what is really to be gained from it?—thus we lost him.

A student of the second group will display a happy smile when recollecting his language affairs—he had his two years with Monsieur X. who used to speak French to them all the time. It was indeed a wonderful course; they had lots of fun because grammar played a very subordinate role and they learned how to talk in

French, if not faultlessly—nevertheless rather fluently. They could not understand too much of what Monsieur X. said in English, but somehow it seemed to make sense in French. When you test the student's reading ability and knowledge of basic essentials however, you are no longer convinced that his courses were so wonderful. His experience was similar to the one of the young girl who played a four hand piano concerto for the first time with her teacher and became enthused with her splendid performance not fully realizing that her teacher's brilliant playing of the right hand part was covering up her frequent mistakes and lack of ability to interpret correctly. Thus we lost this student because there was too much fun and too little constructive learning in his course: consciously or subconsciously aware of the lack of solid foundation himself he became frustrated and lost his initial interest.

Students of the third group have experienced a happy combination of approach one and two in which extremes in either direction were carefully avoided. Their teachers should be lauded for the great efforts they made to strike the happy medium in trying to convey the mechanics of the language; but they have not done enough by far.

Even if in striving to attain flawless and convincing teaching methods we should ever feel that we are coming close to perfection, I am quite sure that by achieving just that we are only meeting what might be called an external prerequisite to successful language teaching. It must be offset by an internal one of at least equal importance: To respond in our elementary courses as much as is in our power to the needs—either noticeable or latent—of our students to learn and find out more about the people whose language they are studying; to consider the mechanical perfection in the language a means to the greater end of stimulating a personal relationship to foreign *Weltanschauungen* and ways of life and thereby helping them to acquire an ability to form unbiased and rational judgments. This is what they need so much if they are to discharge themselves successfully of the responsibilities of world leadership that may be placed on their shoulders tomorrow.

How can this effectively be done in our under-

graduate courses without impairing progress in linguistic skills?

Obviously, the access to the complex of another people's mentality can be found not only through its literature but through its philosophy, art, theatre, music, folklore, history, and many of the other representative manifestations of its existence not included in these categories.

The question then must be: how and in which manner should these media be presented to our undergraduates? Naturally, there are many books and publications on these subjects available in our libraries but their very existence, even if specifically pointed out and their reading encouraged, does not mean much to the average student who finds that baseball, dates, and many other exciting features of campus life are thwarting his good intentions. What he really wants from us language teachers is a personality representing another culture who stirringly and convincingly introduces him in classtime to the many facets of his world. He wants to be aroused from his mental lethargy by a persuading and inspiring projection of the realities bordering his own sphere of life.

The many audio-visual aids at our disposal and the reading material we are using must be considered the basic tools towards achieving this end with this important restriction however; they are nothing but tools and as such will remain worthless or even may become distracting if they are not applied with wisdom, thoughtfulness, and enthusiastic élan which, if accomplished, can make our courses the most inspiring and attractive ones in the whole Liberal Arts curriculum.

Very far from satisfied with any of the results of various attempts we made in this direction. I think it worthwhile to indicate a few experiments:

In the area of visual aids a French magazine illustrating phases of the daily routine of French students at the Sorbonne was projected in a darkroom. The text and comments were read aloud while the instructor explained—in French whenever possible—words unknown to the students. In an informal talk he then tried to outline the traditional and psychological causes of the striking individualism of the French student as against our cherished

campus life and its many social activities. He commented on the different approach to studies in different material conditions and on the political imbroglio of the postwar developments. He made an attempt to trace the interconnection of these aspects and other phenomena by analyzing the ideology underlying the traditions and structure of the foreign educational system. There followed in and after class a lively discussion between student and teacher in which they tried to weigh the pros and cons, but much more important: many additional questions were asked which betrayed the keen interest we can expect once it has been awakened from its dormant status.

In a similar manner a German magazine was presented: upon reading and explanation of the text attention was focused on a series of pictures showing the historical sites of the Nibelungen epic and on another series dealing with phases of the Nuremberg trials. The students here became acquainted with the full import of the complex and fatal "Treue" ideal motivating Hagen's brutal murder. The recurrence of this ideal in its destructive aspects was then followed through various periods of German literature. Its latest impressive resurgence became visible on the screen when used by the defense at Nuremberg to rationalize the behavior and actions of the condemned. The students felt something of the gloomy power of a principle immediately connecting a thousand years of history and finding its last outburst in yesterday's deadly ethics: "Führer befiehl, wir folgen!". Here again the students left the classroom in animated group discussions which had been stimulated not by the lecture alone but by the combination of pictorial impression, the language experience connecting with it, and the instructor's attempt at analysis.

In the utilization of audible means a similar policy was employed: the well-known records of Charles Boyer were used after a brief introduction had been given to the historical background of the literature they were to hear. The records then were played not to show them the correctness of Boyer's French as against the deficiencies of their own but primarily to let them feel the full orchestral range to which the foreign language lends itself when used to make a passionate appeal to the great ideas upon

which our western world is built. The students who had received copies of the texts before and had prepared them when coming to class could be seen greatly impressed: here they heard in French a stirring exhortation to guard the torch of freedom, an exhortation touching deeper in some students, I felt, than many of the related English lectures can do which accompany them through their college career. The language had thus established a unique bond to the foreign world defending common causes. Several students have assured me of their feeling that the foreign language can express certain ideas much more convincing to them than English. Had these records only been used for the perfection of defective pronunciation their basic value would have been destroyed.

On a different plane the expressiveness and power of suggestion of the foreign language was experienced in the recordings of poetry by E. Drach of Berlin University. Folklore became here medium and voice to make the students sense at least, if not completely comprehend, the complexity of the foreign psyche. Again a careful preparation of the texts had been assigned. Prior to the playing of *Der Knabe im Moor* by Annette von Droste-Hülshoff and *Die Heinzel-männchen* by Kopisch frequent excursions in slowly spoken German had been made into the jungle of sagas, myths, legends, and popular superstitions, followed by interpretations in English. The weird atmosphere of the former and the joyful, fantastic capricio of the latter offered to the students a hitherto unparalleled direct and suggestive entrance into the world of spooks, specters, hobgoblins, dwarves, and elves playing such an important part in the treasure chest of Germanic folklore. Drach's German, impassionate, guttural, and resonant produced an immediate response in the students to whom he was able to suggest an intimate reality. European folk tales and folksongs have often put teachers and students in the right mood for rewarding extra-curricular activities. The vehicle of melody, rhythm, and word will make the student feel transplanted into the unknown world: speaking and singing in the other language incorporates him in this undefinable something which no lecture or study can convey so immediately. And are not

just such verses of songs or stanzas of poetry remaining with us even when we have forgotten most of what we learned in our language courses? A group of language students practised foreign Christmas carols in November and December last year, then sang them before fraternity and sorority hours on the eve of Christmas vacation. The "linguistic barbarians" were obviously delighted and would join familiar tunes in English thereby creating quite an international atmosphere.

Attractive features of the annual Lambda Pi Pandemonium festival have been short plays in Spanish and French and Bavarian or Austrian folkdances and Schuhplattlers performed by our language students in original costumes: actors, dancers, and accordion musicians were applauded by a cheerful and yodeling crowd.

My impression has been all along that our students will be very responsive to any sincere and spirited efforts we are making to let them become better acquainted with the countries we represent to them; especially the time we are informally spending with them outside of class will meet with genuine appreciation.

Students of elementary and intermediate courses were invited last year to participate in an instruction trip to museums of foreign cultures at Cambridge, Massachusetts. Care was taken not to overwhelm them with a vast amount of exhibition in the limited time available but to focus their attention on the works of medieval art only which had been reviewed before the trip. Other sections of the museums were left for similar occasions to come. To reward their readiness for the additional instructive load they then were taken to a French or German restaurant where the use of the foreign language was advised and encouraged. This caused quite a number of interesting and amusing misunderstandings partly with the neighbors and partly with the waiting personnel. The day was rounded off by attending a performance of *King Lear* in the local Brattle theater, for many students the first direct contact with the world of Shakespeare.

The danger accompanying all such and similar student teacher activities is the possibility of their degenerating into the sphere of mere entertainment depending on the instructor's handling and discretion. I must admit that we

had several experiences of this nature where we became convinced that our energies had been applied to little purpose. But such failures are probably as important for us as the satisfaction we feel when having contributed to an obvious success. To guarantee positive results, any audio-visual experiment or extra-curricular activity should be preceded by a thoughtful lecture on the subject matter to be explored and should be followed by an informal round table discussion to clarify doubts and answer questions. To see f.i. André Gide's *Sinfonie Pastorale* without knowing anything about elementary theses and problems of his controversial philosophy or Cocteau's *La Belle et la Bête* without an introduction to the meaning of his symbols will make the student receive blurred and distorted impressions where new vistas could be opened to him.

For this very reason it ought to be one of our basic concerns to be careful in the selection of reading material. Our students are suffering from an overdose of fun and entertainment anyhow; this situation cannot be remedied by using "attractive" but often shallow readers in class. Our texts should be primarily thought provoking even at the expense of greater difficulty and correspondingly harder work for them. Short stories like A. France's *L'Étui de Nacre* or *Putois* or in German Zweig's *Die Augen des ewigen Bruders* or Mann's *Der kleine Herr Friedemann* among many others will impress themselves on the minds of the students since they present to him tangible problems, challenge his shaping philosophy and make him think.—My thesis then is this: if instead of creating only thinking linguists we develop and promote thoughtful, rational, and unbiased thinking through linguistics we do not only help our students but are also discharging ourselves of an ever increasing responsibility; by doing so we may furthermore awaken an interest in languages and the world opening through this medium where we now experience an impressive mortality rate once the college language requirement has been met. Of course, there are students who do not respond to such an approach and do want nothing but continuous drill and practice in order to pass the final or the reading examination with an excellent grade; but I think they are outnumbered by



far by those who receive a stimulus to learn the mechanics of the language by having experienced it as a vehicle to something that goes far beyond its technical aspects.

The question then would be: can we afford to be satisfied any longer with having manufactured a perfect linguist if we have not helped him to acquire that feeling of *empathia* for his fellow human beings of different language and nationality at the same time?

*Tempora mutantur et nos in illis.* . . . I am not quite sure whether I can add *mutamur* or not! Is it not just in our profession where the respected master living in the routine of examining his pupils will most easily become either reluctant or even unwilling to constantly re-examine the most important candidate: himself? Are not often *we* the ones who firmly entrenched behind adopted principles are greatly

endangered of losing that vital readiness for adjustment which is the arch enemy of the proverbial pedantic pedagogue?

Our students are consciously or subconsciously aware of a ubiquitous process of mechanization, cheap and shoddy mass production and an unprecedented destruction of spiritual values. If we the liaison officers of the world abroad see a fulfillment of our duties in an enhancement and perfection of mechanical skills only, we do definitely contribute to this process of mechanization where we could help to counteract its destructive effects. Let us stir the search for indestructible values in our language classes, let us help our students to live lives richer in human content.

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# *Foreign Languages in the Elementary Schools*

## *Language Teaching in the Elementary Demonstration Classes of Cleveland*

Considering what has been done during the past twenty-five years in the elementary schools of Cleveland, it was natural that my interest in beginning the study of languages in the lower grades should lead me there this past summer to visit the Demonstration classes in action. As a high school teacher I would like to share some of my observations with any professional educator or parent who may still doubt the practicability and the educational values of teaching a foreign language in the elementary schools. For further details on the subject, the reader is urged to use the bibliography at the end of this article as a starting point.

There were six "juvenile" language classes held this summer in Cleveland, for children ranging from five to eleven years old: four classes in French, one in German and one in Spanish. Children came, unselected, paying a small tuition fee, from different schools, and studied the language during three fifty-minute periods a day, between 9:30 and 12:30, five days a week. At least two of the teachers have been teaching French in the elementary schools of Cleveland for some twenty years, under the guidance of Dr. Emile de Sauzé, and have worked with him to compile the present Course of Study.

On June 24th, I first visited a class of twenty-five children, ranging from kindergarten to the second grade, who did not know any French at all. Six weeks later these same children could talk in French about an amazing number of topics: the classroom, numbers, the calendar, the time, parts of the body, age, clothes, family, and the house; they knew also many expressions of courtesy, half a dozen songs, some rhymed games and three or four complete stories. The intermediate students had learned also about vegetables, the weather, trees, food,

the seasons, and used reflexive verbs in complete sentences. No textbook was used, and there was no writing done, except some drawing at the board. There was much dramatization and conversation; many games and songs were learned and practiced frequently. The foreign language, French, German or Spanish, was used exclusively at all times in the classroom. Those good teachers proved to me that it is possible to teach languages effectively in our elementary schools.

It is not only possible, but it is educationally sound, for it makes children happy and responsible. Little boys and girls practice every minute how to communicate their ideas and emotions, how to share their experiences. The Socratic method of questions and answers trains them to make good conversation, to express themselves graciously and clearly.

It was during the sixth week that I visited a beginners' class discussing at length their homes. One eight-year old said he never washed dishes, because he had three older sisters; another had everybody stunned when he announced calmly that in his house there were eight bathrooms; the teacher, a little puzzled, checked on his vocabulary, and another boy came to the rescue explaining that "Peter" had a very large family, and obviously needed a larger house.

Much has been said against the careless preparation of students who enter college language classes. The preparation is not careless in Cleveland, for since the very beginning children are trained to seek precision and accuracy of expression. They are never rushed. The alert teacher does not admit any mistakes either in grammar, pronunciation or enunciation. It was almost painful for me to watch sometimes how some of them struggled to express themselves

to the satisfaction of their teacher and their playmates. The children don't seem to mind the hard work. Whether they answered or asked questions, volunteered to say something or they acted out what they were saying, they were challenged to do their best at all times.

Children were encouraged to help one another. For example, after acting out a scene in a story, the little actors would ask the group, "Are there any corrections? Any suggestions?" and the members of the class took this procedure very seriously, and were later graciously thanked for their contributions.

Good manners in the classroom may and should be stressed, as well as good sportsmanship. Children who are being taught how to listen and to speak must necessarily use much self-control; only one at a time must speak and he must never interrupt. Social games and songs are not only excellent means of reviewing vocabulary, but ways of training children how to wait for their turn, to fit in a group, to do their best, to participate, to enjoy others' achievements, to be accepted.

Very often youngsters were encouraged to think, to make decision, to express their preferences, to take the responsibility. Would they like to sing softly and keep the door open, or would they prefer to sing loud and close the door? Would they prefer to sing or to dance? Who should have the leading role in the playlet, and why? The teacher would put the question, point out the advantages and disadvantages and then abide by their decision.

Motivation was often all they needed. One of their favorite games was to play "teacher." One morning I came upon a group of third-fifth graders playing teacher without supervision, waiting for the bell and the real teacher to arrive. There was enthusiasm and order, and there was no English spoken. In those classes I felt that the children were developing their language skills as well as their intellectual powers. There was growth of the mind.

In the Demonstration Classes of Cleveland as in any other teaching situation, I found that the teacher, with his own personality and preparation, is still the most important single reason for good—or bad—teaching. The successful teacher of languages in the elementary classes must have certain qualifications which vary

somehow from those of a high school teacher of languages, and even from those of the regular teacher in the elementary schools.

First, I observed, the good teacher must know enough about child psychology to deal with her pupils firmly and happily, so that there is order, work and pleasure in work. She must have great vitality, and be a good actress. Discipline problems can be eliminated completely, even for fifty-minute periods, as I saw in Cleveland. The teacher neither scolds nor praises too strongly: a quiet word of approval or disapproval is usually sufficient. On the other hand, children are continually challenged to do their best, as the teacher expects nothing less from them.

The little language students enjoy acting and moving about, and they are very interested in learning to say in a new, wonderfully new, language what they are doing; they also like to watch their teacher act. Together they accompany their expressions with hands, feet and arms, if necessary. In one beginners' class the teacher was introducing the story of Little Red Riding Hood in French. She played the role of the wolf so well that all the boys and even some girls wanted to learn the part. When I told her, at the end of the period, that she had been a magnificent wolf, she answered, "I'm having a wonderful time myself doing it for them."

In order to enjoy her work, she must also be a resourceful person, challenging the children all the time. Lacking self-consciousness, at that age, her pupils are always eager to express themselves, right or wrong, and are not afraid yet to fall into disgrace when their mistakes are corrected.

However important the personality of the teacher may be, her professional preparation is just as important. The teacher must speak the language fluently, and she should also be able to detect and correct immediately the difficulties in pronunciation which are common to Americans. She should, however, use only vocabulary and expressions which are related to the children's experiences.

Since little children can hardly concentrate on one thing for very long, plans must be made for many and varied activities for each period, to avoid that terrible enemy of learning, common to young and old, boredom. I once counted

fourteen different activities carried out, very swiftly, in a class, during the fifty-minute period. No wonder children loved to linger in that classroom, even when the bell rang!

Songs, games and stories which illustrate a lesson, preferably with rhymes or rhythm, must be planned ahead of time. The beginners were learning to name the parts of the body while singing, "Savez-vous planter les choux," or "Alouette." A group of intermediates were reviewing the vocabulary on animals while acting out the story of the little chicken who thought the sky was falling. Another group was playing "I went to the market," to review all the terms in marketing.

Much realia can be accumulated and brought to class to illustrate vocabulary, stories and songs. Illustrations mounted on cardboard,

drawings, calendars, colored sheets of paper, miniature furniture, and colorful paper clocks with movable hands are all excellent tools of learning. For the story of Peter Rabbit, real vegetables were displayed. At another time the teacher brought into the classroom her own table silver, to set the table "in French." Children go to the teachers's desk, in front of the class, and, under the strict supervision of the entire group, explain clearly and correctly each motion they make to set the table.

Teaching a foreign language in the elementary grades is really an art, and so it requires much care, but it can be done with great satisfaction and profit.

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#### NOTICE

Books to be announced or reviewed in the *Modern Language Journal* should be sent to the Managing Editor, Professor Julio del Toro, University of Michigan, Ann Arbor, Michigan.

# Audio-Visual Aids

## IT SEEMS TO US<sup>1</sup>

*An Editorial Note: "Wanted—More Studies of Foreign Film Use"*

Educators and program directors, in school and in the community, are using more full-length films and among them, more foreign language features. A great deal of progress in this direction has been made in recent years. Since the Educational Film Library Association's very useful survey\* in 1949 pointed out—"Only 36% . . . of the present leaders in film use in this country's educational institutions show feature-length foreign films as part of their regular programs"—there is every indication that the percentage has increased.

Problems of use, brought into focus by the E.F.L.A. survey, were explored during 1950 in a joint effort at Valparaiso University and Notre Dame University. The resulting brochure is a very practical aid and a real contribution. On many college campuses, in some high schools, and in far more community cultural centers (museums, public libraries, clubs, etc.) the problems of use are being solved through the experiences of local groups. However, there appears to be a substantial need for more research, more publications, more service projects, and more objective information.

Altho several periodicals—*Film News* and *Saturday Review*, in particular and occasionally the *Quarterly of Film, Radio and Television*,—carry full scale critical reviews and articles dealing with the use of foreign films, outside the theatres, the growing body of audio-visual literature does not reflect growth of interest in this area. Nor do the doctorate and other research efforts seem concerned. The same goes for information projects and service projects.

It seems to us that this kind of film and its use merits more attention from the audio-visual periodicals, research centers, service organizations, and foundations interested in the related areas involved:

Communication and Media; New Ways of Learning; Adult Education; International Understanding.

For the purposes of public discussion we pose five questions:

1. Why did our wartime Army Specialized Training Program place so much emphasis on the use of foreign language feature films for area and language studies? And why do the peace-time college "Intensive Courses" in various cultures and civilizations seek out and use natively made and natively spoken feature films?

2. Why do the voluntary film programs conducted by many school and college student film groups (also museums, public libraries, non-campus film societies) consist in large measure of foreign film and world scope documentaries?

3. Why do English, Foreign Language, History, and Art Departments, for example, have good attendance during their annual series of foreign language films?

4. Why do program planners, discussion leaders, and teachers find lively discussions taking place after a feature film (apparently contract to audio-visual dogma about "proper length" of program)?

5. Why is it that institutions or even departments, with little or no budget for audio-visual materials are able to carry on—year after year—expanding series of foreign feature film programs?

The present users of such films know some of the answers from their own experience. We hope they will offer their own findings to the periodicals of the field. To the interested research centers and the interested foundations we offer some experience-based opinions, co-operation in materials, and contact with knowledgeable practicing pioneers in the field.

THOMAS J. BRANDON

<sup>1</sup> Reprinted with permission from *Motion Picture Notes*, Vol. 1, No. 2.

\* E.F.L.A. 1600 Broadway, N.Y. 19, N.Y.



## NEW FILMS

*Spain:*

Two Goya films have recently appeared on the market. *Goya. The Disasters of War*, is now ready for distribution by A. F. Films, 1600 Broadway, N. Y. 19. Picture Films, White Plains, New York, distributes the other versions of a Goya film, but we have been unable to examine same.

*Brazil:*

*Southern Brazil*, 20 minutes, sale \$26.41. Shows the country and the states of Parana, Santa Catarina, and Rio Grande do Sul (United World Films, 1445 Park Ave., N. Y. 19).

*France:*

*Toulouse-Lautrec*, 17 min. Color. Peter Riethoff's film, drawing on photographs, paintings, drawings, posters and etchings, plus scenes from the Moulin Rouge area of Paris to recapture Lautrec's special world (Brandon Films, 200 W. 57th St., N. Y. 19).

Franco-American Audio-Visual Distribution Center, 972 Fifth Ave., N. Y. 19, recently announced for distribution the following films: *Briere et Briérons*, 20 min, where families combine farming and factory work. *La Crau*, 20 min., showing agricultural and sheep-raising in southeast France. *En passant par la Lorraine*, 30 min., aspects of the province of Lorraine. *In the garden of France*, 30 min., with English sound, showing chateaux of the Loire. *Les gens du nord*, 20 min., a study of the industrial region of the north of France. *Images du Périgord*, 20 min. Brantome, Périgueux and surrounding countryside. *Un peu de Bourgogne*, 20 min. General introduction of that region. *Le Velay*, 20 min. Landscape and towns in Le Velay. *Voix du Fleuve*, 20 min. The Rhone River.

*Le Haut de Cagnes*, 10 min. Color. Sale: \$80. Photographed by Dr. George Borglum. Audio-Visual Materials Consultation Bureau, Wayne University, Detroit 1, Michi-

gan. This film discusses the everyday activities of the people in Haut de Cagnes, France, in French of intermediate difficulty. A map and actual views show the location of Haut de Cagnes, a French village between the Alps and the Mediterranean. As the camera gradually moves into the town, its steep, narrow streets, an elaborate chateau, middle-class homes, the cemetery, and the clock tower in the church come into view. The people of the village are shown dragging a loaded cart up a bumpy street, lounging in the warm sun, carrying wood, getting water, leading a donkey and a goat, carrying on earnest conversations, and painting landscapes. This film is designed for use in fourth-semester high school or second-semester college French, according to Dr. Borglum, leading authority in foreign language visual-aids. A set of ten 2X2 slides is included in the price.

*Europe and Latin America:*

*Round Trip*, 20 min. Representative Americans and workers in England, France and Latin America reveal their conflicting attitudes toward free world trade. A World Today film, distributed by Encyclopaedia Britannica, Wilmette, Ill.

## PARIS IN BULLETIN BOARDS

*Paris Monuments of the Past*, Parts I and II, showing Roman and Middle Ages monuments (Part I) and Renaissance monuments (Part II) still standing in the Paris of today. Each exhibit consists of 10 cards, each card with brief explanatory text. Very useful for library exhibits, as basis of various lessons in the fields of history, art, French civilization, etc.

## ON THE RECORD

A poem (still unknown which one!) of García Lorca, on LP record, recited by José Jordá and accompanied by guitarist Juan Martínez, is available for \$3 from Spanish Music Center, 1291-6th Ave., N. Y. 19).

Mexican and Cuban National anthems, in a 10-inch, 78 rpm, 2 sides, at \$2.50 is distributed by La Luz, 703 Browder St., Dallas, Texas.

# *Annotated Bibliography of Modern Language Methodology for 1952*

Compiled by EVELYN VAN EENENAAM, Cooley High School

"It is ironical, to say the least, that at a time when the United States needs more and more citizens trained in a dozen foreign languages to enable it to deal politically, economically, culturally with the nations of the earth, so many educators are continuing to prate away about the uselessness of foreign language instruction in the schools and colleges. If in the past such instruction has seemed useless for Americans in view of few subsequent opportunities or inducements to read and speak foreign languages, it must be admitted that many more opportunities and inducements now exist in the postwar world. . . . It is high time that schools and colleges begin looking again at what is going on in the second half of the twentieth century. 'Education for living' in this period obviously should include more and more foreign language instruction."

CHARLES E. ODEGAARD, *Dean*

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I WISH to express my appreciation to Professor Julio del Toro who in spite of his many duties was ever willing and ready to assist me and to encourage me in my work; to Dr. G. Flint Purdy of Wayne University who was most generous with his help in making available all the necessary publications; to my colleague, Assistant Editor Mrs. Lila Pargment for briefing two articles that were in the Russian language.

Thanks are also due to the libraries of the University of Michigan, Wayne University, and the Detroit Public Library.

In a Bibliography of this type, it is inevitable that an article here and there may have escaped my attention. I apologize for any omitted author. Any omission I may discover will appear in the next Bibliography. This explains why a few articles of 1951 periodicals are included here.

The magazine *Américas*, published by the Pan American Union, *Mexican Life*, *Mexican-American Review*, certainly *Books Abroad*, and the *Delta Kappa Gamma Bulletin*, contain cultural and bibliographical material which will enrich any course.

A: *Américas* (8)  
AACB: Association of American Colleges Bulletin (4)  
ACLSN: American Council of Learned Societies Newsletter (2)  
AGR: American German Review (5)  
AR: Antioch Review (1)  
BAATSEEL: Bulletin of American Association of Teachers of Slavic and East European Languages (7)  
BBE: Baltimore Bulletin of Education (1)  
BBSS: Bulletin of Bureau of School Service (University of Kentucky) (11)  
BHSL: Bulletin of Hispanic Studies (Liverpool) (5)  
C: *Colliers* (1)  
CE: College English (1)  
CJ: Classical Journal (2)  
CJSE: California Journal of Secondary Education (2)  
CMLR: Canadian Modern Language Review (7)

CSJI: Chicago Schools Journal (Illinois) (2)  
CSJ: Colorado School Journal (3)  
E: Education (8)  
ER: Educational Record (4)  
ES: Educational Screen (3)  
FA: Fundamental Education (1) (Changed to Fundamental Adult Education)  
FAE: Fundamental Adult Education (6)  
FR: French Review (31)  
GQ: German Quarterly (17)  
H: Hispania (35)  
HP: High Points (15)  
HR: Hispanic Review (1)  
I: Italica (5)  
ISTCJ: Indiana State Teachers' College Journal (2)  
JE: Jewish Education (14)  
JHE: Journal of Higher Education (5)  
JNH: Journal of Negro History (4)  
L: Language (10)  
LN: Lingua (Netherlands) (4)  
MAR: Mexican-American Review (1)  
MDU: Monatshefte für Deutschen Unterricht (1)  
MEAJ: Michigan Education Association Journal (3)  
ML: Mexican Life (4)  
MLF: Modern Language Forum (2)  
MLJ: Modern Language Journal (58)  
MLL: Modern Languages (London) (9)  
MLN: Modern Language Notes (1)  
MLQ: Modern Language Quarterly (1)  
MSLL: Monograph Series on Languages and Linguistics (4)  
MSPS: Modern School Practice Series (2)  
NB: Nation's Business (1)  
NEAJ: National Education Association Journal (8)  
NS: Nation's Schools (4)  
NYSE: New York State Education (6)  
PJR: Pedagogical Journal in Russian (2)  
PMLA: Publications of the Modern Language Association of America (2)  
PRJ: Public Relations Journal (5)  
RAM: Revista de la Asociación de Maestros (4)  
RIB: Revista Interamericana de Bibliografía (4)  
SEER: Slavonic and East European Review (3)  
SR: School Review (2)

SS: School and Society (15)

TO: Texas Outlook (8)

UMSEB: University of Michigan School of Education Bulletin (1)

W: Word (9)

# I. AIMS AND OBJECTIVES (10).

See also: 108-113

1. Asociación de Maestros: "La Asociación de Maestros de Puerto Rico ante el Problema de la Escuela Superior," RAM, XI (Agosto '52), 108-109, et seq. The high schools of yesterday and of today are contrasted. The high school today must offer opportunities to all students with their many talents. The various programs are explained; the four academic areas—Spanish and English—are compulsory. The directors and teachers are working arduously for a school that is rich in curricular experiences to train the student in this world community. To realize their objectives the teachers' association offers several recommendations.
2. Dinin, Samuel: "What Is a Jewish Community Center School?" JE, 23 (Summer '52), 9-10, et seq. The common elements for the common school of tomorrow—the community center school—are explained. The citizens and community leaders meet to discuss objectives and methods. The language of instruction is Hebrew, however in the lower and upper grades Yiddish can be taught too.
3. Gamoran, Emanuel: "Jewish Education in a Changing Jewish Community," JE, 23 (Fall '52), 8-16, et seq. The Jewish language will be one main force in the core of Jewish education as well as Jewish culture. Elementary school education, also youth and adult education will have to be reconsidered and their objectives re-evaluated. The author believes that the study of a second language and a culture is most helpful.
4. Kettelkamp, Gilbert C.: "Emphasis and Retention as Objectives in Foreign Language Study," MLJ, XXXVI (Mar. '52), 120-123. In any course objectives need to be understood and accepted by both the teacher and the pupils in order that the course be successful. Besides the four ability areas there will be other objectives for the classes. When a choice of emphasis is made, the other ability areas need not be neglected. Language teachers must meet the varying needs of their pupils and train them that they may retain the skills and abilities which many of the students develop to a functional degree in high school. These pupils will be our best sellers of foreign languages in our high schools.
5. Kohanski, Alexander S.: "Content of the Jewish School," JE, 23 (Winter '52), 60-62. Several speakers reviewed their own experiences in the field of Jewish education including objectives. The teaching of "Ivri" and of "Ivrit" is evaluated. As to the Hebrew language they agreed that every Jewish child should be offered an opportunity to learn it. Without a knowledge of their language the Jewish child has no access to the Jewish cultural past.
6. MLA Committee: "The Aims, Methods, and Materials of Research in the Modern Languages and Literatures," PMLA, LXVII (Oct. '52), 3-37. This report was formulated upon the request of the Executive Council and was composed in the hope of clarifying objectives and stimulating discussions. It distinguishes four fundamental areas—Linguistic Science, Editing and Textual Criticism, Literary History, and Literary Criticism.
7. Scherer, George A. C.: "The Importance of Auditory Comprehension," GQ, XXV (Nov. '52), 223-229. It is the language skills, the aims of reading, writing, speaking and listening, with which the writer is concerned for the first two years of high school study or the first year of college study.
8. Spann, Meno: "Jener Knabe Kann Nicht Lesen,"

GQ, XXV (Jan. '52), 5-15. Why not? The writer answers this question in the article. Previous articles are referred to in regard to the objectives of instruction which vary widely, but the reading objective remains the primary one; oral-aural and reading proficiency constitute separate skills that develop from direct training in each. Problems in sentence structure are discussed and various verb forms given with correct translation.

9. Wann, Harry V.: "The Department of Foreign Languages," ISTCJ, XXIII (Mar. '52), 86-87. Foreign language courses at the Indiana State Teachers' College are explained, and the aims are stated. Many general aims in Latin are implicit in planning courses in French, German, and Spanish; there is a difference in the manner in which they are implemented. Modern languages are taught so that students will be able to use the language studied as a medium of communication. Students use the language in the classroom and any time they can. Language work must be practical. The oral method is considered a good one. Audio-visual equipment is also used.
10. Woolsey, A. Wallace: "A Course in Mexican Civilization," MLJ, XXXVI (Oct. '52), 274-275. Of paramount importance is the cultural aim and purpose in the development of courses in the foreign language on the culture, traditions and customs of the countries concerned. Dr. Woolsey's interesting material given us enriches the teachers' background and his instruction which will make each language teacher an asset to the modern language program. International understanding is sure to follow.

## II. "ARMY METHOD," ASTP, "INTENSIVE METHOD," LINGUISTIC-INFORMANT METHOD," "ONE-BOND METHOD" (15).

See also: 259-284.

11. Avtonomov, H. P.: "The Use of the Direct Method in the Teaching of the Russian Language," PJR, 23 ('52), 1-45+1-25. After a very elaborate critical analysis of the practices used by the two most popular commercial enterprises in the field of modern language instruction (the Berlitz Schools and the Linguaphone Courses) which claim to be using the direct method, the author of the article describes at great length, and comments upon all the teaching devices and techniques that have ever been suggested in connection with both the direct method and the natural method, enriching them further with some rather naive observations regarding the desirability to use good judgment on the part of the teacher. This is accompanied by five practical lessons. The author has attempted to prove that: the direct method can be used in the teaching of Russian; and that the use of this method is very desirable if the aims of instruction are "the mastery of the living Russian language in all its aspects: speaking, reading, writing and grammar" (sic).
12. Curcio, Louis L.: "Lenguas Vivas in Argentine," MLJ, XXXVI (May '52), 236-238. English and other modern languages are required of students in the national, normal and commercial schools. The courses are explained, also the methods used. In the normal schools two languages are offered as parallel courses from the first to the sixth grades. The three-year normal course, a heavy one, devotes the first year to acquiring a good command of the language elected and a study of methods. American English reaches the Argentines through many channels as the movie, radio, and through bi-national organizations of citizens of Argentine and of the United States to promote cultural interchange between the two countries.
13. Edelstein, M. M.: "Nisson Touroff on His Seventy-Fifth Birthday," JE, 23 (Fall '52), 7-8. Dr. Touroff firmly holds to his early formulated educational credo

- of the Ivrit B'Ivrit method of teaching the Hebrew language. It is an aim in itself.
14. Edelstein, M. M.: "History of the Development of a Jewish Teaching Profession in America," JE, 23 (Fall '52), 34-48. The era that the writer describes is one in which many changes took place. The Ivrit-B'Ivrit method of teaching the Hebrew language was introduced into the schools. Hebrew was taught as a living language. Teaching standards were raised and methods of instruction were improved.
  15. Franzblau, Abraham N.: "Reply to Yudel Mark," JE, 23 (Winter '52), 63-64. This is a letter to Editor Chipkin on the One-Bond method for learning to read Hebrew. It is based on a previous article entitled "Is There a One-Bond Method for Teaching Hebrew?" Mr. Franzblau states that whether the One-Bond method is effective and sound is to be determined by testing and by experimentation. He proceeds to point out a few salient facts.
  16. Fulbeck, C. E.: "Languages for the Task Ahead in the Military," BBSS, XXIV (Mar. '52), 69-70. The United States Air Force has recently embarked on an expanded foreign language training program which is explained. Twenty languages are now taught. The military method of language teaching with the materials used is outlined. Languages must develop in the students an appreciation and an understanding of the culture of foreign peoples, and the ability to speak their language to the degree that they can engage in the type of social communication that promotes world peace.
  17. Fulbeck, Chas. E.: "The Significance of Language Training in the USAF," MLJ, XXXVI (Nov. '52), 341-342. "It is a good idea to think on such things as the significance of language training . . . to re-examine our goals, our purposes, and to scrutinize carefully the methods we use to train men in the language skills we need so badly," says the writer of this paper.
  18. Georgetown University: "Meeting America's Needs in Languages," MSLLT, 2 (Sept. '52), 1-16. An attempt has been made to present diversified viewpoints and to bring together linguists and people who are language teachers, not trained or skilled in the field of linguistics. Intensive language courses at the University of California are explained. Many good features of the method used there are explained. Many taking part in the discussion agreed that a student ought to gain at least an elementary knowledge of one language other than his own as a part of his general education, that the students' approach to the language must be a practical one, that the students begin language study at an early age for it is a normal function of childhood.
  19. Graves, Mortimer: "All the Foreign Languages," E, 72 (June '52), 668-674. The American academic structure admits no world-embracing interest in modern languages and the cultures of those lands. The Navy and the Army experiences proved that Americans with intensive teaching can learn other languages—Japanese included—in spite of defects in materials and methods. We should devote ourselves to improvement within three areas that are named.
  20. Koenig, Karl F.: "Educational Principles in Area Studies," SS, 76 (Aug. '52), 85-87. It has taken us a long time to see the practical benefits to our nation through such disciplines as language study. Language study is a necessity more than ever today. Some Army Specialized Training Programs are explained and the methods used in these programs. The area program set up at Colgate University in the fall of 1947 is explained in detail.
  21. Kohanski, Alexander S.: "Jewish Education in San Francisco," JE, 23 (Summer '52), 54-57. More intensive Jewish schooling for children of orthodox parentage was deemed necessary, so the Jewish Education Society was founded as early as 1898. A reorganization of the structure and functions of Jewish Education Society in recent years has brought about many desired changes. Many students now receive systematic Hebrew language instruction. Audio-visual facilities have also been added.
  22. Koutaisoff, E.: "Literary Campaigns in the USSR," FAE, IV (Oct. '52), 11-16. The expansion of free primary education in the latter years of Tsarist rule had been on a large scale in Russia. The problem is carefully explained. In the early twenties the method of teaching reading was that of 'whole words.' It gave way to the older 'analytical-synthetic' method. Words were 'analyzed' into sounds and syllables 'synthesized' into words. The method of 'whole words' is based on visual memory. The study of folklore was given much prominence.
  23. Quattlebaum, Chas. A.: "Federal Activities in Education for Defense of the United States," E, 72 (June '52), 693-700. Educational activities for officers and enlisted personnel carried out by the Army, the Navy, and the Air Force are traced briefly. The education of the civilian population for national defense is a must.
  24. Read, Lawrence: "Democratic Education," MEAJ, XXIX (Apr. '52), 462-467. It was the author's good fortune to have been employed as an administrator for the Army's Dependents' School Program in Austria. This experience provided the opportunity to observe American and European educational programs functioning in the same natural environment. Basic principles common to European schools, the curricula of them, and many other phases are explained. We are particularly interested for the emphasis is on language.
  25. "Words Are Weapons, Too," C, 130 (Aug. 23 '52), 16-17. This is an account of the Army Language School, Monterey, California. Here 24 key languages are taught. The spoken word is emphasized. Intensive courses are given in both the language and the literature. The students must learn about the customs, national characteristics, and music of the people whose language they are studying.

### III. AURAL-ORAL, CONVERSATION, PHONETICS PRONUNCIATION (33)

See also: 7, 259-284.

26. Baskevich, Bogdan: "On the Teaching of Russian Grammar: The Verbal Aspects as a Primary Problem," BAATSEEL, X (Dec. '52), 21-23. The writer believes that the simplified and practical method of teaching foreign languages is good for teaching non-inflectional languages. It is not good for instructing American adult students in Russian grammar. A foreigner can master English grammar by learning speech patterns or by extensive reading, but Russian grammar presents the American student with many problems which draw upon the ingenuity of the teacher for they necessitate very careful explanation. The right and the wrong for the teacher of Russian grammar are explained, and comments are given on the various "sides" of the aspects.
27. Bégué, Armand: "Varia," FR., XXVI (Dec. '52), 161-166. Of interest is the account of the experimental Language Camp in which twenty-six Girl Scouts learned to understand French. The techniques of instruction are applicable to other languages. Conversational French was stressed. Another item calls attention to Bertha Rymal Wood's letter in the January, 1951, *Modern Language Journal*, pp. 73-74 in which she emphasizes reading rather than speech in regard to methods used in language teaching.
28. Bottke, Karl G.: "Some Current French Pronunciations," FR, XXV (Dec. '52), 115-119. A basic list of words commonly mispronounced by American students with a few other words added is given for its possible pedagogical value. This is followed by a list of phonetic equivalents of those words which were pro-



- nounced differently from the "traditional norm" as represented by three dictionaries. The necessary facts regarding the background of three informants used are offered.
29. Bolinger, Dwight L.: "Evidence on X," *H*, XXXV (Feb. '52), 49-63. The rule for the pronunciation of *x*, according to Tomás Navarro, is cited. Hearsay and observation have suggested to the writer that all is not well with Mr. Navarro's generalization. The suspicion was followed up in a series of notes in which Mr. Bolinger took part. The present study was undertaken to pin the suspicions and hearsay to a more dependable scientific framework, and also to answer the important pedagogical question of whether it is worth while to say more in the elementary textbooks than "pronounce *x* like [ks]" as in English. The results achieved are conclusive.
  30. Bolinger, Dwight L. "The Pronunciation of *X* and Puristic Anti-Purism," *H*, XXV (Nov. '52), 442-444. This is in answer to Mr. Navarro's correspondence on how to conduct a phonetic investigation. Mr. Bolinger claims that he cannot accept the reply as applying to his inquiry. His reasons for not accepting it are explained in this letter to the editor.
  31. Bottke, Karl G.: "The Pronunciation of *E* without an Accent in Non-Final Syllables in French," *FR*, XXVI (Dec. '52), 135-137. The choice of the correct sound value of the letter *e* arises in connection with the *e* written without an accent. It has the value of three different *e*'s, depending upon the circumstances. A few rules, both phonetic and orthographic, are formulated. An alphabetical list offers examples of some rather common words containing *e* in initial or medial syllables.
  32. Clarkson, P. H.: "Research in Language Teaching," *MLL*, XXXIII (Mar. '52), 50-51. We are taking languages into the Modern Schools beyond the point to which the ability of the pupils overlaps that of the Grammar School children, consequently the problem is nothing less than the finding of new methods for use in a new field. The object of the paper is to examine some of the arguments for and against the creation of special opportunities for experiments in language teaching in the classroom, with particular reference to the Secondary Modern Schools. The methods used will be largely oral.
  33. Cohn, Jack: "The Implications of the Current World Situation for Foreign Language Instruction," *MLJ*, XXXVI (Dec. '52), 402-404. Our one world has many linguistic subdivisions. More than ever there is the need for linguistic understanding. Foreign language instruction must be concerned with the means of expression of basic human needs. Many desirable features of the oral-aural method used by the ASTP are most adaptable to civilian use. The UNESCO committee of language experts in the world has reported that the latest developments in methods of teaching languages and in the use of audio-visual material have proved that there are greater possibilities of mastering foreign languages in a short time. To participate in the affairs of the world today, we must know the languages of our fellow-men—the languages with all their shadings and their subtleties.
  34. Dinsky, Samuel H.: "The Schenectady Plan for Jewish Education," *JE*, 23 (Winter '52), 19-29. The plan in detail is explained for us, as well as Jewish education prior to this plan. Significant educational gains have been attained. To mention only one—a most popular class is the one in Modern Conversational Hebrew.
  35. Doole, Irene: "Authors Elsewhere," *CMLR*, VIII (Summer '52), 13-16. The aims of other French teachers and the books prescribed for their students are interesting data given. The writer was impressed with the emphasis placed upon memorization and on reading aloud of French passages. Outlines are given; methods are explained. Analysis of language springs from the reading of intensive texts and not until the linguistic matter has been met in "living, aural, oral, flowing fashion."
  36. Durham, Lee B. and Gleason, Walter E.: "English Classes for Foreign-Born," *NS*, 49 (June '52), 8-10. A broad program for the foreign-born is carried on by the Detroit Public Schools through the adult education department. Of the many specific aims sought, one is training in the ability to speak the English language. Emphasis is put on the spoken word although full attention is given the teaching of reading and writing the language. The instruction is functional and is based on "learning by doing." The method used is the so-called direct constructive method.
  37. Freeland, A. E. and Haydon, C. E.: "Ten Years of Aural-Oral Teaching of Languages at Arlington State College," *MLJ*, XXXVI (Mar. '52), 146-147. At Arlington State College the methods used in teaching languages are in keeping with the latest trends. The primary goal is aural-oral proficiency; the secondary is reading proficiency. The various courses in the four languages are explained, also the teaching aids that are used. Consistent presentation of the aural-oral approach to language instruction has brought increased interest and enrollment in the department.
  38. Friedl, Berthold C.: "Methods of Teaching the Russian Language Deserve Greater Attention," *PJR*, 23 ('52), 71-74. Since most teachers of Russian are pioneers in the field, they must not be satisfied with their present professional equipment. On the contrary, they must bend every effort to enrich and better it, and to seek to improve their tools and methods of instruction. For this, they should keep in touch with pedagogical writings, but above all, they should avail themselves of every opportunity to profit from the knowledge and the skill of their more experienced colleagues.
  39. Guelzo, Carl M.: "Education in Korea," *SS*, 75 (Feb. 16, '52), 101-104. The Korean child learns an alphabet of twenty-four sounds represented by as many symbols. The pupil studies modern and classical Korean, and he learns conversational usages of his language. These are explained. The primary and the middle-school curriculum concentrate on teaching the pupil to speak, to read, and to write his native language using methods as of our elementary schools.
  40. Hocking, Elton: "The Power of Babel," *MLJ*, XXXVI (May '52), 239-241. In Purdue University's new foreign language laboratory individual activity in oral-aural drill is basic for elementary classes. There is a well equipped laboratory. Various approaches, each having variations of technique, are used. This language laboratory gives students the chance to develop the coordinations and habits possible through intensive supervised practice. Sound brings language to life. The cost is not out of reach; it is trifling in comparison to the cost of equipment for science laboratories and for football teams.
  41. Hoffman, Edw. J.: "Language Education in the Metropolitan Area: Current Situation and Trends," *MLJ*, XXXVI (Nov. '52), 349-353. The methods are modern, and the textbooks place emphasis on practical conversation and on functional grammar. There is some use of audio-visual materials. Many courses are offered in "conversational" language. The results are gratifying; a language class is no longer "a drudgery." The author firmly believes that in all our schools and colleges the first two years and even part of the third should be spent in teaching students to speak and to understand the language studied. If language study is continued beyond the intermediate stage, then the speaking aim can be supplemented by the reading and the writing aims.
  42. Jordan, Gilbert J.: "The German School System," *TO*, 36 (May '52), 12-15. The school organization in

- Germany and in all of Europe is so different from the American plan. The many types of schools in Germany are explained; the aims and purposes, and methods used, are explained. To us it seems incredible that the German student who prepares for college is required to take many years of many languages. A postwar course of study states that the instruction in modern foreign languages has an especially important task today. The German method of teaching foreign languages has two striking features; we are interested in the use of the oral or modified direct method of teaching.
43. Kaulfers, Walter V.: "Americans Can Be Linguists, Too," NEAJ, 41 (Nov. '52), 502-503. Language teaching in the United States has been handicapped by misunderstandings regarding language talent and methods of learning a second language, and by disillusionment with miracle courses of the "Speak-Easy-French" type. Dr. Kaulfers gives us six common questions to which research of the last fifty years gives better answers than does personal opinion. Is there a best method of learning a second language? Do children learn languages more readily than adults? The young people today are going to live in a future which increasingly shows our need of languages.
  44. Martinet, André: "Function, Structure, and Sound Change," W, 8 (Apr. '52), 1-32. Our attention is centered on "regular" sound changes, the type whereby all the performances of a given phoneme in a well defined context or elsewhere, are eventually affected. The following convention is established: unless otherwise stated, what is said of phonemes applies to those allophones whose phonic evolution happens to be deviating. Each section draws heavily from various foreign languages for many illustrations are given.
  45. Massigli, René: "Pour une Culture Franco-Britannique," MLL, XXXIII (Mar. '52), 46-49. Today people should know several living languages. Teachers are to find and to use the best methods to teach the modern languages. The knowledge of and the practice in using the language studied are inseparable. From the study of the literature of the country we can learn of the culture, and we can understand the people much better. With all the easy means of travel today we must speak the language of the country we visit.
  46. Moulton, Wm. G.: "The Cornell Language Program," PMLA, LXVII (Oct. '52), 38-46. A complete reorganization of modern foreign language instruction in the College of Arts and Sciences, Cornell University, was realized in 1946. All language teaching was separated from the work in the field of the literatures, and became the Division of Modern Languages. This program was based on the belief that a college language course should stress both *reading* and *speaking*; the most efficient procedure was to stress speaking more heavily during the early stages of instruction, reading more heavily later on. This program, an experiment, is fully explained; it was an attempt to adapt to the college situation the wartime experiences in teaching foreign languages to members of the armed forces. New techniques of instruction are constantly being tried out.
  47. Myron, Herbert B., Jr.: "Conversation Anew," MLJ, XXXVI (May '52), 230-235. Teaching a conversation class in any language is most interesting. It is not an easy task; it requires careful planning, tact, ingenuity, courage, infinite patience and endless resourcefulness. It involves the teaching of various interrelated skills. The method of teaching these, naturally, depends upon the level of achievement set by the teacher for the pupil. Desirable textbooks for this course are explained. Many helpful suggestions and practical hints are listed at the close of the article.
  48. Navarro, Tomás: "La Pronunciación de la X y la Investigación Fonética," H, XXXV (Aug. '52), 330-331. In this letter Mr. Navarro explains to Mr. Bolinger how to conduct a phonetic investigation. Mr. Navarro has practiced the methods that he has advocated with much success.
  49. Reifsnnyder, John A.: "Languages for the Task Ahead in Moral and Spiritual Values," BBSS, XXIV (Mar. '52), 62-65. The study of foreign languages has taken on a new importance in the educational field. Our students of today visit foreign countries; the world has become smaller. Our students must be ready to talk to foreigners in their own tongue; they need much more than a reading knowledge of the foreign language. The language class must cease to be an exercise in grammar or translation; it should be and must be a living of the culture of the particular nation whose language it is studying.
  50. Rièse, Laure: "Prononciation de Certains Mots Tires de Cours Moyen de Français II par Travis and Travis," CMLR, VIII (Winter 1951-1952), 19-21. The words chosen from various parts of speech, serve as guides to pronunciation. An explanation of each is given. Some words are in a group of their own, and they are also explained.
  51. Roehm, Dorothy M.: "Ubinam Gentium Sumus?" CJ, 48 (Oct. '52), 22-26. Some observations of Latin study in the last fifty years are limited to four aspects in this paper: pupils; courses of study; textbooks; methods. In regard to methods Miss Roehm explains many of those used by modern language teachers. These will be helpful in the teaching of Latin.
  52. Sapon, Stanley M.: "An Application of Psychological Theory to Pronunciation Problems in Second Language Learning," MLJ, XXXVI (Mar. '52), 111-114. Before any solutions are found, an examination of the basic and fundamental problems of speech production and habituation is required. The problems concerning habituation are closely examined. For practical classroom practice, a suggested technique is given. The author cites his experience with an elementary Portuguese class as an example of the application of the technique. Of great interest is the oral direct method used in the class for two weeks. Even when the reading and the written exercises were given, no slackening of stress on oral-aural practice was found.
  53. Shohara, H. Helen: "Problems in Teaching the Pronunciation of Japanese to English-speaking Persons," LN, III (Feb. '52), 104-108. There are numerous problems in connection with the teaching of Japanese pronunciation. The four most fundamental problems are discussed in this paper. There is yet the opportunity to improve both the method and the practice which has been used.
  54. Spears, Harold: "Ten Features of Good High-School Classrooms," CJSE, 27 (May '52), 255-262. In this list of ten we find, "English classes reflect the functional use of language." Various methods are explained. "There is a shifting of emphasis in the more academic courses as English, modern languages, and sciences. In the case of Spanish and French, it is accepted that in today's world with many national groups thrown together, the major values rest with the use of the languages in communication." The direct method of instruction takes precedence over the grammatical, function over form.
  55. Stiefel, Walter E.: "Bricks without Straw—the Language Laboratories," MLJ, XXXVI (Feb. '52), 68-73. We must try to develop linguistic skill on a limited budget of class time. As a result in recent years there has been a renewed emphasis on aural-oral objectives. Now it seems that the language laboratory, or some other procedure or method offers the best hope for a solution of the problem of language learning. The facilities in the laboratory at the University of Tennessee are explained. The results of the various techniques used are most gratifying.
  56. Struble, George G.: "Case History," FR, XXV (Feb. '52), 292-300. All methods of instruction are used in

teaching French at Laval. Certain tentative conclusions are most interesting in Mr. Struble's experience in learning French. Teachers should pay more attention to pronunciation. In a non-French environment the best approach to the spoken language is through phonetic transcription.

57. Tyre, C. A.: "The Conversational Approach to Language Learning, an Evaluation and an Answer to our Critics," *MLJ*, XXXVI (Feb. '52), 59-64. To understand the problems involved in the current demand for conversation, its status is reviewed from three important methods in vogue. Attitude, time and methodology are three important and closely interwoven factors on which success in language mastery depends. The common-sense conversational method is advocated. This is a normal approach. Interest is maintained by every means possible. Ten or more devices at the command of the conversation teacher are evaluated.
58. Zdanowicz, Casimir D.: "A 17th-Century French Conversation Text," *FR*, XXV (Feb. '52), 270-277. Chappuzeau was a teacher of languages, of geography, and of history too. His effort merits recognition today. His text carries out his theories in language teaching, and it is related to his interest in geography, history and travel. He believes in the multiple approach to acquire a language. His book would serve for an advanced conversational reader, emphasizing cultural material.

#### IV. BIBLIOGRAPHY, REPORTS, STATISTICS, SURVEYS (30). See also: 259-284.

59. Adams, Arthur S.: "From the President's Annual Report—Committee on Foreign Language Teaching," *ER*, XXXIII (July '52), 315-316. The work of this committee is summarized in the *Foreword to the Brazilian Portuguese Idiom List* which was published in 1951 by the Vanderbilt University Press. Financial support is not forthcoming to permit the continuance of the *Analytical Bibliography of Modern Language Teaching*.
60. Baklanoff, Nicolas W. et al.: "Report of the Committee on Teaching Scientific and Technical Russian," *BAATSEEL*, IX (Mar. 15, '52), 67-68. Of some 280 questionnaires sent out, 169 were returned with the questions answered. The committee attempted to find out the number of colleges and universities offering courses in Russian, the number of institutions offering courses in scientific Russian, and the strength of existing teaching methods and materials for the scientific Russian curriculum. The survey does show what conditions exist throughout the country. Two major difficulties emerge from the survey—personnel problems and methods. Helpful recommendations are suggested.
61. Bergenthal, Hugo, et al.: "German Literature 1830-1880: A Current Bibliography," *MLF*, XXXVII (Mar.-June '52), 36-54. This is the fourth annual survey of important and significant articles, addresses, and reviews dealing with German literature of the XIX century. It has been compiled by members of the Research and Bibliography Committee of the German IV group of the Modern Language Association of America. It is a most comprehensive study.
62. Blanco, Gonzalo and others: "Libros y Folletos Recientes," *RIB*, II (Enero-Agosto '52), 115-144. The 26 sections, grouped according to type of material, are arranged alphabetically by author. A brief description accompanies each title in this bibliography.
63. Blanco, Gonzalo and others: "Artículos Recientes," *RIB*, II (Septiembre-Diciembre '52), 249-280. The 25 sections, grouped according to type of material, are arranged alphabetically by author. A brief description accompanies each title in this bibliography.
64. Buffington, Albert F.: "Bibliography Americana Germanica, 1951," *AGR*, XVIII (Apr. '52), 33-39. Language articles, as well as those from other fields, from many 1951 language publications were surveyed.
65. Chen, Theo. H. E.: "Far Eastern Studies in Southern California," *SS*, 76 (Oct. '52), 216-217. This survey is concerned with courses that deal with the Far East or the Pacific as an area or with specific countries within an area. Sections are devoted to language courses and to courses in the culture of the countries studied. These are treated as separate courses.
66. Childs, James B.: "The Bibliophilic Societies of South America," *RIB*, II (Enero-Agosto '52), 43-47. This is intended as an introduction to the materials of three societies of bibliophiles in Argentina, Brazil, and Chile. Each one is carefully explained. A bibliography of published volumes with comments is given of each of the three societies.
67. Committee: "ACLS Committee on the Language Program," *ACLSN*, III (May '52), 31-32. The major activity of the committee is a program of practical application of linguistic techniques, the English-for-Foreigners Program. It also realizes the need to foster studies not directly concerned with practical application, and it is interested in studies of the more unusual languages.
68. Editorial: "The Use of Vernacular Languages in Education," *FAE*, IV (Jan. '52), 1-2. Language policies and language research are basic to most other work. UNESCO has undertaken a comparative study of the use of vernacular languages in education. Much information and material have been assembled from various sources and summed briefly for us.
69. Eells, Walter C.: "Language Reform in Japan," *MLJ*, XXXVI (May '52), 210-213. It is the purpose of this article to bring the information on language reform in Japan up to date since 1948.
70. Eisenberg, Azriel and Frommer, Seymour: "Why They Continued," *JE*, 23 (Winter '52), 49-53, et seq. This is a study of the reactions of 553 students to their Hebrew studies in high schools and colleges. The students are critical of the methodology used and of the teaching that they have experienced in their schools. They give many constructive suggestions for improvement of Hebrew education such as the use of more modern methods, and greater stress on conversational Hebrew. This study will be continued.
71. Garthe, Edith L.: "For Peace and Freedom," *NYSE*, XXXIX (Mar. '52), 435-436. This is a report of the Third Annual Conference of the United States Commission for UNESCO. The purpose of the conference was to bring together a group of leaders representative of American life to consider ways and means of improving citizen understanding of and participation in world affairs.
72. Georgetown University: "Linguistic Science and Pedagogical Application," *MSLLT*, 2 (Sept. '52), 59-80. Much must be done in the entire field of linguistics and in the study of the other cultural systems. Research has thrown considerable light on the behavioral system most closely connected with language. Some pedagogical tasks were presented and discussed. Communication between human minds or cultures is a most important element in any international program. If we understand another person in his speech habits and speech formation, we have made a considerable advance toward peaceful living.
73. Luciani, Vincent: "Bibliography of Italian Studies in America," *I*, XXIX (Mar. '52), 53-59. Recent books and reviews are listed. Several articles (Oct.-Dec. '51) and addenda from various periodicals are annotated.
74. Luciani, Vincent: "Bibliography of Italian Studies in America," *I*, XXIX (June '52), 129-132. Recent books and reviews are listed. Several articles (Jan.-Mar. '52) and addenda from various periodicals are annotated.
75. Luciani, Vincent: "Bibliography of Italian Studies in America," *I*, XXIX (Dec. '52), 252-261. Recent books, recent translations and reviews are listed.



- Several articles (Apr.-Sept. '52) and addenda from various periodicals are annotated.
76. McClain, Wm. and Zohn, Harry: "The Problem of Fluency," *MLJ*, XXXVI (Nov. '52), 356-358. This is a report of the annual meeting of the Eastern Massachusetts group of the New England Modern Language Association, Dec. 8, 1951, at Milton, Mass. The guest speaker, Professor François Denoeu, a pioneer in the field of the direct-method approach in foreign language teaching, outlined the modified multiple-approach technique that he has been applying so successfully in the intensive elementary French course at Dartmouth College.
  77. McConnell, Roland C. and Holmes, J. Welfred: "Bibliographical Section," *JNH*, XXXVII (Jan. '52), 102-110. From various language publications articles are listed on Latin America, the West Indies, and International Relations.
  78. McConnell, Roland C. and Holmes, J. Welfred: "Bibliographical Section," *JNH*, XXXVII (Apr. '52), 194-201. From various language publications articles are listed on Latin America, the West Indies, and International Relations.
  79. McConnell, Roland C. and Holmes, J. Welfred: "Bibliographical Section," *JNH*, XXXVII (July '52), 347-353. From various language publications articles are listed on Latin America, the West Indies, and International Relations.
  80. McConnell, Roland C. and Holmes, J. Welfred: "Bibliographical Section," *JNH*, XXXVII (Oct. '52), 473-477. From various language publications articles are listed on Latin America, the West Indies, and International Relations.
  81. Montague, Samuel A.: "A PR Report from Mexico," *PRJ*, VIII (Sept. '52), 5, et seq. Relations between the United States and Mexico are bettered as a result of firsthand eye-witness accounts being written in the Mexican press of life in the United States. Various agencies at work have also helped to strengthen the good neighbor policy.
  82. Ornstein, Jacob A.: "Education in the News," *HP*, XXXIV (Nov. '52), 36-38. Various questions are asked in regard to beginning pupils who are enrolled in foreign language courses. There follows a number of excerpts from Professor Arthur C. Hearn's article, "Cutting Failures in Mathematics, Foreign Languages," in the February, 1952 issue of *Clearing House*.
  83. Powers, Francis F.: "Selected References on Secondary-School Instruction in Foreign Language," *SR LX* (Feb. '52), 115-119. The references are selected from issues of various journals on the teaching of modern foreign languages that have been published between 1950 and 1951.
  84. School and Society: "A Summary Report of the Aspen Germanics Conference," *SS*, 75 (Sat. Jan. 12, '52), 22-25. The theme of the conference held in Aspen, Colorado, was the place and proper practice of language and literature instruction in American education today. The major practical decision of the conference was that the beginning of instruction in foreign languages should be placed earlier in the educational system than it now is. Many major premises laid down in discussions given were followed by a list of recommendations.
  85. Tharp, James B.: *Annotated Bibliographies of Modern Language Methodology for the Years 1946, 1947, 1948*. Columbus: Ohio State University, 1952, x+74 pp. This pamphlet containing three excellent bibliographies for the three years, 1946, 1947, 1948, during which period the Journal did not publish bibliographies, was compiled under the direction of Professor James B. Tharp by three graduate students: Richard A. Williams, Elmira Nelson, and Mildred Ellington. Each prepared one year's bibliography. The pamphlet includes a composite Table of Contents for the three years, a composite List of Abbreviations showing the gleanings from each periodical during the three years, and a composite Authors' Index. The preparation of this Bibliography took considerable time and effort for which we are grateful to Professor Tharp. It is an indispensable tool for anybody interested in language study.
  86. Valle, Rafael H.: "Bibliografía Historiográfica de Honduras," *RIB*, II (Enero-Agosto '52), 7-14. This account gives much useful and interesting information about Honduras—its history, the language, the people, and their customs. Several publications containing material on Honduras are named.
  87. Van Eenenaam, Evelyn: "Annotated Bibliography of Modern Language Methodology for 1950," *MLJ*, XXXVI (Jan. '52), 39-56. The 294 items of this article are divided into twenty topical classifications. The 1950 periodicals, with the number of items from each one, are listed with code letters used in the list. At the end an authors' index is given.
  88. Withers, A. M.: "Latin, Romance, and Germanics," *JHE*, XXI (Mar. '52), 155-158, et seq. I quote Mr. Withers, "The glorification of conversational ability in the teaching of French, Spanish, German, and other modern languages leading to an exaggerated 'direct' method of approach, has served to obliterate in many schools and colleges consideration of Latin as a background for all our study of modern foreign languages." This is Mr. Withers' reaction to his findings in the study that he made of the Ph.D. language requirements in the United States. This is a "prop" for Latin.
- V. CORRELATION, GENERAL EDUCATION, INTEGRATION (19). See also: 1, 6, 108-113.
89. Albrecht, Udo: "Modern Languages Are a Vital Part of General Education," *GQ*, XXV (Jan. '52), 1-4. The North Central Association insists that institutions live up to a General Education program. Modern languages belong to the core-subjects listed in the program for General Education. All written and spoken communication in a modern world is by means of language. Modern languages are practical; they train in the art of writing and speaking; they prepare students for world citizenship. Our young people must know the language and culture of other nations as a tool of communication. The table given based on three years' experience proves that modern languages are a vital part of General Education.
  90. Buehner, Wm. J.: "Language Study versus the Hydrogen Bomb," *MLJ*, XXXVI (Feb. '52), 80-83. Language is the basis for understanding, and we must produce tolerant citizens of the world community. The foreign culture and the foreign language cannot be separated. As to methods, there are social studies teachers teaching antiquated civics; just as many or more than there are language teachers teaching by the old grammar-translation method. The basis for language's claim to supremacy in the social studies curriculum stems from words spoken by a recognized scientist. In this paper the writer strives to restrict his arguments and evidence to the tenets of the psychological and sociological sciences.
  91. Cross, E. A.: "A New College for General Education," *SS*, 76 (Dec. '52), 409-412. It would be a good idea if one community could set up a new general college of the arts to give a liberal education for one who desires to become a well-informed leader in his community. This general-education college is explained. It would offer a greater variety of subjects. In this curriculum there should be the group of subjects called "communication." There should be courses in languages, and a student advised to elect one or even two foreign languages. He would follow each one until proficiency in speaking, reading, and writing had been reached.
  92. Feigenbaum, Lawrence H.: "Teaching English to Puerto Rican Youth," *HP*, XXXIV (Jan. '52), 45-48. Instruction in English for Puerto Rican chil-



- dren is a special problem in many schools especially where a high degree of language facility is needed for academic success. This article explains the many problems, procedures, and the foreign language methods that are used.
93. Fraser, G. Earl: "Teaching Methods: The Gap between Grade X and Grade XI French," *CMLR*, VIII (Winter 1951-1952), 12-14. Both teachers and students complain, and rightfully so, about the gap between French for grade X and for grade XI. The problems are studied and met, and the course is thought of as an integrated whole. The solution tried involves a break with tradition. The objective is to develop a genuine functional knowledge of French. An excellent plan is presented.
  94. Freedenberg, Morris: "Puerto Rico: Problems and Impressions," *HP*, XXXIV (June '52), 12-21. Many feel the impact of the influx of Puerto Ricans in our daily classroom living. The facts presented here, based on the writer's personal experiences in Puerto Rico, will help toward a complete understanding of the heritage which these children bring with them to our classes.
  95. Hassold, Ernest C.: "Languages for the Task Ahead in the Humanities," *BBSS*, XXIV (Mar. '52), 54-56. Of the fifty living languages not more than ten are taught in the United States. Few studies have so much to contribute to our national security as the languages. Most essential and urgent is the linguistic portion of the task ahead. The reading public must be made aware of this. Dr. Earl J. McGrath believes that the study of foreign languages is essential to general education in the humanities. Language study must start at an earlier level. Many recommendations are suggested for language work for the task ahead.
  96. Johnson, B. Lamar: "General Education in Junior Colleges," *NEAJ*, 41 (Oct. '52), 429-430. There was a need for courses directed toward particular goals of general education such as communication. At Mount San Antonio College in California, instructors in foreign languages use their courses as an opportunity to teach the appreciation of music. Students in French read the *librettos* of *Faust* and *Carmen*, and they listen to operas and recordings. At San Bernardino Valley College a committee is building an integrated course in the humanities. The committee includes faculty members from the fields of art, music, and foreign language, as well as from fields of business education and social science.
  97. McCloy, John J.: "The Place of the Small College in American Life," *AACB*, XXXVIII (Dec. '52), 496-506. In a troubled world one thing that is sorely needed is a means and a method of communication, for it is based on common understanding and a method of expression. The writer has had close contacts with the educational processes in postwar Europe. He tells of interviewing an exchange student from Germany. This student had studied Greek, Latin, German literature, French and other languages. He was studying to become a forester. The writer deplors the method of teaching modern languages in this country. He deplors the fact that one can obtain a degree from a leading university representative of general education without having had any course in a foreign language.
  98. Manuel, Herschel T.: "Results of a Half Century Experiment in Teaching a Second Language," *MLJ*, XXXVI (Feb. '52), 74-76. This experiment in teaching refers to the teaching of English to Spanish-speaking children in the schools of Puerto Rico. A brief summary given is designed to give an over-all view of linguistic abilities in the schools. Then an explanation follows of the results of Puerto Rico's effort to learn English—results evident of remarkable progress since the English language is little used out of school by most of those who are learning it.
  99. Menton, Seymour: "Teaching English to Puerto Ricans," *HP*, XXXIV (Nov. '52), 67-70. In one of the high schools in New York many teachers reported that there were boys in their classes who could not keep up their work because they did not understand English well enough. A new class was organized, and this article explains the materials and methods used to teach English to these students. Audio-visual aids were used. A list of units is given.
  100. Miller, Henry: "New York City's Puerto Rican Pupils: A Problem of Acculturation," *SS*, 76 (Aug. 30, '52), 129-132. The many Puerto Ricans coming to New York City need to study our language. Many problems are explained. In Puerto Rico English is a required language along with Spanish in the schools. However these pupils need training in learning to speak our language.
  101. Morrison, J. Cayce: "Public Education in the Philippines," *NEAJ*, 41 (Dec. '52), 573-575. Innumerable unsolved problems are explained by our writer. English will probably continue to be the main language of instruction in the Philippines; however, Spanish and 75 to 80 native languages and dialects are also used. The Bureau of Public Schools has approved experimentation with a plan for giving instruction in the first two grades in the native language generally used in the homes of the community. The transition to instruction in English will come toward the close of the second, or at the beginning of the third grade. This experiment has attracted favorable attention.
  102. Palminteri, Peter: "Foreign-Language Articulation from a Junior-High-School Viewpoint," *HP*, XXXIV (Feb. '52), 36-40. High school teachers of foreign languages express concern over problems presented by entering junior-high-school pupils who do not measure up to the standards of achievement at senior-high-school level. To find out the factors responsible for this, three possible reasons are cited and explained. A suggested procedure is also given.
  103. Payne, Ruby: "Learning to Say 'Good Morning' as well as 'Buenos Días,'" *NEAJ*, 41 (Mar. '52), 165. In Del Norte, Colorado, forty or more young children who speak only Spanish start school each year. At first the teacher talks to them in Spanish, their family language, to help the children feel at home in school. In every way the teacher makes the classroom attractive; she plans her goals for the year to meet the needs of her pupils. School is a pleasant experience for these children who learn to speak English and have fun at the same time. The emphasis each day is on speech, action, and on play.
  104. Phillips, Howard S.: "The Fruit of an Educational Crusade," *ML*, XXVIII (Aug. '52), 9. To stamp out illiteracy in a brief period of time by way of mobilizing the entire nation in a vast educational crusade was a tremendous task. Pursuing the twofold aim of literacy as well as of national integration, specially formulated methods and bilingual textbooks combining Spanish with Maya, Tarascan, Otomi, Nahuatl, and other languages are being used by the teachers.
  105. Ruiz, Enrique L.: "Chinatown, Havana," *A*, 4 (Aug. '52), 6-8, et seq. Many Chinese have lived in Cuba for many years and on various occasions have played a noble role. A Chinese secondary school teaches both languages, Chinese and Spanish. The children learn both side by side. This custom has produced the capable translators who work on the newspapers, in the courts, and in business offices.
  106. Sanders, Irwin T.: "Languages for the Task Ahead in the Social Sciences," *BBSS*, XXIV (Mar. '52), 57-58. One important service to be performed by the modern languages today is that of making available in one of the widely used world languages the information available in the minor languages about society. Not only is teaching the foreign language necessary, but also calling to the attention of American scholars significant works in various fields.
  107. Seyfert, Warren C.: "Educational News and Editorial

Comment," SR, LX (Mar. '52), 129-140. Reference is made to Harold B. Dunkel's article entitled "Determining the Place of Foreign Languages in General Education," which appeared in the *Journal of General Education* last October. The writer comments on that article.

#### VI. CURRICULUM PLANNING, ADMINISTRATION (6). See also: 114-134, 259-284.

108. Hayden, Joel B., Jr.: "Starting Russian in a Secondary School," BAATSEEL, IX (June '52), 75-77. Despite favorable response from parents to a questionnaire in regard to new Russian courses, only a few students elected each course. The reasons are largely curricular and administrative. The person must have some special and specific practical reason for pursuing Russian studies.
  109. Hoefer, L. A.: "Administrative Problems in the Teaching of Modern Languages," GQ, XXV (May '52), 139-143. All language teachers are aware of the many old problems confronting the administration. Many of these are reviewed for us. Would that the problem of equipment confronting the modern language teacher would be realized to the extent that science laboratories are—or even half.
  110. Oswald, Frances: "Why, Why, Why?" FR, XXV (May '52), 455-458. In the many reasons given for their study of French, students usually reply that they know their travels in a foreign land will be enhanced by their ability to communicate with the people whom they visit. Many others are given in addition to this. Why don't they study French? One of the three answers given is only too true. Guidance counselors cannot see the use of studying a modern language. The writer believes that all the children should study or "take" French.
  111. Oswald, Frances: "Impossible? Impossible!" HP, XXXIV (Jan. '52), 50-51. Language teaching has changed from teaching the rudiments of the foreign language to an intellectual elite to teaching foreign language to all types of students in our enriched curriculum. Language teachers are a core curriculum. No teaching device is outside our scope. Many other areas are brought into this French classroom.
  112. Reynolds, F. Leon: "A Teachers' Course in Methods," MLJ, XXXVI (Apr. '52), 184-185. The writer has had the privilege to organize a methods course for Spanish at the Texas Technological College. An outline of many successful procedures is offered. The course has "The Eight Core Units" providing a basis with five types of student activities. The Activity Outline for Unit III, Classroom Teaching Procedures and Techniques, is outlined for us.
  113. Wright, Ruth C.: "Freedom's Impact on Higher Education in India," JHE, XXIII (Apr. '52), 198-208. A problem to be considered seriously is that of the language to be used as the medium of instruction. Twelve major languages and many local dialects are spoken by the millions in India. English, so long the medium of instruction, is the common language. Colleges faced the problems in having three languages for all students. These three are explained. In many schools two and three languages are required.
- #### VII. ELEMENTARY SCHOOL (21). See also: 259-284.
114. Andersson, Theo.: "Toward World Understanding: A Language Experiment in the New Haven Summer Training Schools," SS, 76 (Nov. '52), 273-277. We are represented abroad by persons skilled in the use of foreign languages. Our need for foreign languages is clear. This necessity is recognized by many citizens. Our writer considers three arguments used by those who do not understand the acute need of languages. The informal experiment conducted at the New Haven State Teachers' College Summer School involved the teaching of French. Classes in the third, fifth, and sixth grades were conducted entirely in French. The children were enthusiastic and parents agreed that language study should begin in the elementary school.
  115. Babcock, Edna E.: "Foreign Languages in a Changing Curriculum," H, XXXV (Nov. '52), 431-432. It is imperative to consider necessary changes in the techniques of the modern-foreign-language instructional program. If we wish to make modern languages live, we must reduce the overemphasis of the grammatical approach, the reading-translation technique, and the memorization of long vocabulary lists in isolation. We must place greater emphasis on communication skills, content material that is current, informative, and of interest to young people. Besides these, we must extend the teaching of modern languages into the elementary schools. Miss Babcock tells what Seattle, Washington, is doing to adapt modern languages to a changing curriculum, by explaining the teaching of modern languages in the elementary schools. The emphasis is on the aural-oral approach. Both parents and pupils are enthusiastic about the program.
  116. Baker, E. Clementine: "El Fin Corona la Obra," H, XXXV (Aug. '52), 335-338. At the Clinton-Peabody Elementary School in St. Louis, Spanish has been offered for some time with the permission of the Board of Education. The "daily doings" of the children and their dessert are most interesting. The third grade is a good time to start a language. The aural-oral approach gives the child a degree of satisfaction. He learns Spanish as he did English. Administrators, parents, and teachers will see that it is wise to start learning a second language at the elementary school level.
  117. Barcus, Nannette: "Porcine Parade para la Clase del Español," TO, 34 (Dec. '52), 30-31. The writer was determined to make the study of Spanish interesting and colorful to her pupils. Pancho, a piggy bank, was the first of a collection that grew into an educational hobby. Today there is no holiday, no event of local interest, no school activity, the theme of which is not amusingly portrayed by a group of pigs, appropriately bedecked. All agree with Pancho el Puerco who says, "Viva el español!"
  118. Bégue, Armand: "Varia," FR, XXV (Apr. '52), 403-406. From a New England school magazine comes the good news that younger students learn the language first and the rules afterwards. It is a distinct saving of time and of great value when a language is begun at an earlier age. Many helpful suggestions are given as to assembly programs, scholarships, contests, etc. All French teachers will enjoy "Le Chemin de la Difficulté."
  119. Bégue, Armand: "Varia," FR, XXV (May '52), 471-475. In the account given of the Third National Conference of UNESCO, the awareness of language and culture were stressed, languages beginning in the primary and secondary schools. An excellent Haitian Journal, *Conjonction*, is called to the attention of the readers, also *Les Études Américaines*—a French periodical. It is with interest that we read the item: "Hudson Falls Language Program," and "Montaigne et Les du Bellay."
  120. Egerod, Oluf and Kettner, Arne: "Language Teaching in Denmark," MLL, XXXIV (Dec. '52), 4-9. This article attempts to explain why the Danes are better linguists than people of several other nations. Prominence is given to the teaching of foreign languages in Denmark. Languages are begun at the fifth grade level; this is a serious drawback the writer says, for they should start during the third year at the elementary school. Many methods are discussed as they are used in the teaching of modern languages, also the method used in the teaching of English. The results achieved have been most gratifying.
  121. Herber, Katherine H.: "One Brick in Babel," H, XXXV (Feb. '52), 101-102. The younger we start

the study of a foreign language the more time we gain to acquaint our people with the people of other nations. The writer explains the program of language study in Spanish which begins in the third grade and continues on up through the sixth. In the junior high school and in the senior high school languages are elective. The high points for each grade are given and explained. These children enjoy their Spanish.

122. Johnston, Marjorie C.: "Uno, Dos, Tres," NEAJ, 41 (Dec. '52), 570-572. Dr. Johnston tells us about the many boys and girls in elementary schools in the United States who are now learning a second language. Parents too, have been most enthusiastic and have asked that the learning of a second language be extended to other grades and to other schools. In more than 100 classrooms children today are learning Spanish, French, or German. Adult groups clamor for classes in conversational Spanish. Today teachers recognize that language power is a part of the growth necessary to effective living.
123. Keating, L. Clark: "We Put our Children in a French School," MLJ, XXXVI (Oct. '52), 276-278. Let's visit Paris with the Keating family and learn about the many desirable and a few undesirable features of a local school. Says Mr. Keating, "It is quite evident that the *younger* the child the more rapid is his progress in learning a language by imitation alone."
124. Pope, Harold C.: "Spanish Is Easy with Charts," TO, 36 (Apr. '52), 8-9. This is an interesting account of fourth graders at the McGill Elementary School in San Angelo learning Spanish. They think Spanish lessons are fun; they enjoy learning the language of the neighbors to the South. In a remarkably short time—eight weeks—they have learned plays and can carry on everyday conversations entirely in Spanish. Special charts speed the learning of Spanish and make it far more attractive. Even parents have expressed the desire to come to these classes to learn Spanish.
125. Rivera, Carlos: "The Teaching of Spanish in the First Grades of the El Paso Public Schools," H, XXXV (Nov. '52), 452-457. El Paso suddenly realized the need for the English-speaking child to be bilingual. Everyone was most cooperative, and the entire program has been a huge success. A complete account of the teaching of Spanish in the first grade with the methods used, materials, etc. is given. Along with this is also given the writer's plans in brief for the second and third years.
126. Rivera, Carlos: "Foreign Language in the First Grade," TO, 36 (Nov. '52), 10-13, et seq. Mr. Rivera believes that all language teaching should begin in the first grade. In a most interesting way he developed their interest and their desire to speak the language. It is a thrilling experience for these English-speaking youngsters in El Paso who start learning Spanish in the first grade in a new experiment to lessen language difficulties in that bilingual city. The teaching of Spanish in the first grade has been as natural a method as has been possible within restrictions of a limited vocabulary.
127. Shaewitz, Leonard: "Sixth-Grade Spanish Is on the Air," H, XXXV (May '52), 219-222. In the Morton Elementary School of West Lafayette, Indiana, this sixth-grade Spanish radio program shows the many possibilities of a foreign-language teaching program that was begun in the lower grades. This classroom project started by one teacher spread like wildfire; the parents are grateful that their children have the opportunity to learn Spanish. The children enjoy the work immensely, and are proficient in saying fluently many things in Spanish.
128. Skiles, Jonah W. D.: "Languages for World Leadership," BBSS, XXIV (Mar. '52), 48-50. Languages fit into and are really the core curriculum for education for this world perspective. Language work should begin in the elementary school. Excellent programs

beginning with the first grade have already been developed in several areas. Dr. Earl J. McGrath believes that each child should acquire, as a part of his general education, some knowledge of a second language. Through the languages studied, students are to study the culture and the ideals of the people. Teachers must teach the foreign language functionally, this approach gives more time for wider cultural reading. A good public relations program will show the public how invaluable the language field is in many business and professional lines.

129. Starr, Mark: "People Must Speak to People," E, 72 (June '52), 657-663. We the people in North America must speak directly to the peoples of the world in words which they can understand. Many are the influences that prove to us that the teaching of foreign languages will assume greater importance than ever before. We must realize that languages ought to be introduced into all elementary schools, that our approach and our methods need our attention in our language teaching. Our language teaching must be practical and functional; it must be treated as a necessary and indispensable tool for world communication.
130. White, Emilie M.: "As the Twig Is Bent," MLJ, XXXVI (Nov. '52), 320-324. We are optimistic, and rightfully so, for there is a growing trend toward the early beginning of language learning. Little children imitate readily, memorize easily, and lack the self-consciousness of the adolescent. "The way may be long and hard," says Miss White, "in launching an elementary school language program; however, others in Los Angeles, San Diego, Seattle and St. Louis have paved the way in their elementary language programs." These are explained in this article. Our author pleads for the united action of "all" concerned with the teaching of language.
131. White, Emilie M.: "Foreign Languages in Washington D. C. Elementary Schools," SS, 76 (Nov. '52), 279. In response to questionnaires sent to parents in Washington, the replies indicated that the public is well ahead of curriculum makers in their awareness of the need for individuals to know another language other than their own. The statistics published in the article are most interesting.
132. Wiens, Gerhard: "Russo-German Bilingualism: A Case Study," MLJ, XXXVI (Dec. '52) 392-395. This is an interesting account of the acquisition of bilingualism. The author, as a child, spoke one language at home, and was taught two other languages in school. One of these languages was closely related to his own, the other was entirely new to him. He acquired the two languages he was studying during the early years of his boyhood. The teaching methods used are explained; the enjoyable and most effective part of the work is given. There is ample evidence to substantiate the belief that foreign language study in the elementary grades, if properly conducted, is most profitable and it can develop in the students sympathy for other peoples and a permanent interest in the subject.
133. William, James H.: "A Second Look at the Junior High Schools in Richmond," CJSE, 27 (Jan. '52), 36-40. The block program for 7th and 8th grade pupils is explained. It has proved to be very satisfactory. The curriculum pattern in use in Richmond Junior High School appears in the article. Modern languages are included; in the language group we find French, Conversational French, Spanish, and Conversational Spanish. These courses bridge the gap between the junior and the senior high schools.
134. Wright, N. Pelham: "Utopia in Paraguay," A, 4 (Mar. '52), 9-12. In Primavera in spite of its remoteness, children learn a trade or a profession. Both German and English are official languages in the colony. These children are growing up in schools that begin the modern language teaching in the kindergarten. These youngsters are bilingual.



VIII. FILMS, RADIO, RECORDINGS, TELEVISION, AUDIO-VISUAL AIDS (42). See also: 11, 114-134, 259-284.

135. Bégue, Armand: "Varia," FR, XXV (Jan. '52), 234-239. The limitations of translation, and an effective use of the tape recorder are two interesting and valuable discussions for language teachers. In France a movement to make the world bilingual has developed, designed to encourage every country to adopt a second language and to require that it be taught in the schools. This project has received support of many important personalities.
136. Borglum, George: "Lest Science Explode in our Face," MLJ, XXXVI (Nov. '52), 315-319. Modern language teachers must be far more interested in and competent in audio-visual techniques with which to teach languages. National and international affairs should compel us to see the value of them and to urge that funds be available for these materials as funds are for science and engineering. Dr. Borglum shows us how indispensable these aids are in our teaching and how much more functional our technique will be when we use these aids. The outline given allows a variety of methods and techniques to be used in language classes.
137. Cameron, James B.: "Cleveland Citizens Meet Their Schools via Television," NS, 49 (June '52), 84-90. This Cleveland plan was experimental. Classroom lessons are presented, and taught as they are in school-rooms every day. One program shows viewers how many junior high school pupils learn French. Thus far the results have been most gratifying.
138. Fogelquist, Donald F.: "O Temporal O Mores!" MLJ, XXXVI (Jan. '52), 25-26. Practically any problem confronting us can be solved by using efficient methods. Science has helped the language teacher with a wide assortment of special devices which with judicious use can serve as valuable teaching aids. Our author realizes their importance, but adds that these are not substitutes for the personal resources of the language teacher.
139. Foster, A. E.: "Filmstrips and Modern Language Teaching," MLL, XXXIII (Mar. '52), 53-54. In language teaching great benefit is gained from using filmstrips. Aspects of modern language teaching that lend themselves to visual work are discussed. Many methods are examined; the "football team" method of teaching the order of personal pronouns is very helpful to students.
140. Frank, John G.: "Is Homework in German Necessary for Beginners?" GQ, XXV (Nov. '52), 244-247. If the laboratory period is about one hour and a half to each hour of classroom work, no homework is necessary. The learning process is approximately twice as efficient with a laboratory system. Much mechanical work connected with learning German is performed by the machine. The pronouncing and the understanding of the spoken or written German becomes quite accurate.
141. Fulton, Renée J.: "Theatre, Film and Radio Notes," FR, XXV (Jan. '52), 232-233. The UNESCO "Courier" devoted one special issue to the cinema. Their new documentary film has sound tracks in eight languages. A new EB film is explained. A new film series entitled "Accent Aigu" includes three interesting films. More new FADC films are explained.
142. Fulton, Renée J.: "Theatre, Film and Radio Notes," FR, XXV (Feb. '52), 315-316. A new French feature film has come to the United States. The Brooklyn College Department of Romance Languages recently celebrated its annual "French Day." Two teaching films of merit were previewed recently by Faber's Evaluation Committee. FADC films on Madagascar will be helpful to teachers of French.
143. Fulton, Renée J.: "Theatre, Film and Radio Notes," FR, XXV (Apr. '52), 401-402. *Theatre Arts* has an interesting article on Jouvett. Five good French plays have been presented on Broadway. Interesting new Faber films are reviewed with an evaluation given of each.
144. Fulton, Renée J.: "Theatre, Film and Radio Notes," FR, XXV (May '52), 469-470. Many excellent French films are explained by Miss Fulton who conducts this section. The French influence rates high in the ten best films of the year 1951. The story of *La Fayette* was told recently on "Cavalcade of America." All are invited to listen to the latest news from France over Station WOV, at 1280 on your dial.
145. Fulton, Renée J.: "Theatre, Film and Radio Notes," FR, XXVI (Oct. '52), 66-67. The Legation of Switzerland is offering for French classes some good sound films which are briefly explained. The FADC has a new film which is explained. Attention is called to the "French Film Reader Series."
146. Fulton, Renée J.: "Theatre, Film and Radio Notes," FR, XXVI (Dec. '52), 158-160. The New York City Schools teach French by radio. The program aims to stimulate the use of French and to integrate French culture with American living. Additions to the FADC film collection are given. Attention is called to the new address of the above. New productions for the season at the Comédie Française are explained. The Cross-Atlantic Potpourri contains many items of interest collected by Miss Fulton who conducts this section.
147. Gaudin, Lois S.: "The Language Laboratory," FR, XXV (Feb. '52), 284-291. A brief "état présent" is given of the language laboratory problem with the hope that questions in the minds of many may be answered, and that many more schools will be encouraged to establish a language laboratory. A small laboratory can function effectively. The quickest way to master a language is through speaking it even if a reading ability is the primary objective.
148. Georgetown University: "The Language Laboratory," MSLT, 2 (Sept. '52), 31-58. It was deemed desirable to discuss some of the research aspects that are going on with the recent equipment and to bridge the gap between direct pure research and its application to anything identified as an important function in language teaching. The two fields of language laboratory work to be considered are explained, suggestions given for various teaching methods. A committee of three will assimilate the data obtained from questionnaires which would serve as a starting point for the coming year.
149. Goldstein, Ruth M.: "Films of Special Interest," HP, XXXIV (Jan. '52), 35-38. Many interesting films are highly recommended by the film chairman. Teachers of modern languages will find many in the foreign languages too.
150. Goldstein, Ruth M.: "Films of Special Interest," HP, XXXIV (Feb. '52), 41-42. Exceptional motion pictures are reviewed by the film chairman. Several are of interest to teachers of modern languages.
151. Gray, Wm. K.: "Audio-Visual Aids: The Tape Recorder," CMLR, VIII (Winter 1951-1952), 15-16. A most important step has been taken in the development of the modern technique of language teaching with the use of a tape recorder. This new device is extremely valuable in many ways which are explained here.
152. Howard, Desmond: "Tape Recordings," CMLR, VIII (Summer '52), 17. This is a reply to Mr. Gray's article that appeared in a recent issue of the *Canadian Modern Language Review*. The writer explains a most interesting experiment that he has tried. The results are gratifying.
153. Johnson, Robert B.: "A Workable French Laboratory Program at Low Cost," FR, XXV (Jan. '52), 199-206. The scope of the low-cost program, the possibility of its adoption in secondary schools, and the equipment needed for good results in the oral-aural method of the language learning processes used at the University of



- Massachusetts form the material of this paper. The results of this low-cost effective language training program are most gratifying.
154. Joliat, Eugène: "The Use of Machines in the Teaching of French," CMLR, VIII (Spring '52), 5-6. In the practical Phonetics Laboratory of the University of French Department there is much equipment for the language student. The rooms, the sound equipment, and the cost are explained. Concentration on oral work has helped correct faulty pronunciation. This apparatus is very necessary, and is used to good advantage if used wisely as an aid to regular class work.
  155. Keller, Jean P.: "The Language Laboratory—Tool or Toy?" H, XXXV (May '52), 189-194. There is a danger that the language laboratory will be too short lived because it has been misapplied. The writer contends that each one must do his experimental work in preparing and using laboratory-type materials with which various methods can be used in order to prove their value to public-school administrators. Why? Three examples will suffice for an answer. An account of an experiment in a seventh-grade class in one of the schools of Seattle supports the belief that laboratory equipment can be an effective teaching tool.
  156. Pérez, Alvaro: "Teaching with Tape," A, 4 (June '52), 12-15, et seq. The Institute of Languages and Linguistics at Georgetown is the first school to apply electronic apparatus to language teaching. Each student immerses himself in the language that he is studying, familiarizes himself with the voice on the tape recording first, later begins with the audio-visual techniques. After three months of apprenticeship for the ear, the students then begin grammar, reading and conversation.
  157. Reid, Seerley: "L. C's Film Catalog Cards," ES, XXXI (Summer '52), 234-235, et seq. We have reproduced for us in the article a simple film catalog card *Fiestas of the Hills* with the summary of the picture—an objective statement of the content of the film.
  158. Sánchez, José: "Linguafilms: Filmstrips and Slides on Germany," GQ, XXV (May '52), 153-159. The bibliography should be a good beginning for the German teachers who believe that visual-aids have a valuable place in the teaching of modern languages. All material is black and white unless otherwise indicated.
  159. Sánchez, José: "Linguafilms: Filmstrips and Slides of Spain," H, XXXV (Nov. '52), 436-437. This bibliography of filmstrips and slides is intended to be complete as far as commercial material is available. All material is black and white unless otherwise indicated. The name of the distributor or the producer is given.
  160. Sánchez, José: "Linguafilms: Filmstrips and Slides on Italy," I, XXIX (Dec. '52), 245-251. Teachers of Italian will find in the bibliography that is given a wide choice of subjects concerned with historical landmarks of Italy. All material is black and white, unless it is otherwise indicated.
  161. Sánchez, José: "Linguafilms: Filmstrips and Slides on Latin America," MLF, XXXVII (Mar.-June '52), 55-69. Material listed here includes interesting work for both language and literature classes. It is rich in cultural material. Unless otherwise indicated all material is black and white. The name of the producer or distributor with the address is given.
  162. Sánchez, José: "Audio-Visual Aids," MLJ, XXXVI (Jan. '52), 35-36. *La casa colorada*, a movie packed with action and romance, has been prepared for instructional purposes. A textbook presents word for word the film script in parallel bilingual translation. *A First Workbook of Spanish and Spanish Self-Taught Through Pictures* have many desirable features explained for us.
  163. Sánchez, José: "Linguafilms: the Use of Filmstrips and Slides in Modern Languages," MLJ, XXXVI (Feb. '52), 77-79. In the author's opinion modern languages as well as English and mathematics can be taught successfully with projected illustrations. Many advantages and disadvantages of the slide and film-strip are discussed. Commercial organizations that produce or distribute either are named.
  164. Sánchez, José: "Audio-Visual Aids," MLJ, XXXVI (Feb. '52), 99-100. New films, filmstrips, slides and records for use in modern language classes are named and explained.
  165. Sánchez, José: "Audio-Visual Aids," MLJ, XXXVI (Mar. '52), 151-152. Many new French, German and Spanish films are listed and explained. Records, travel posters and photos are also listed. Free material may be obtained from agencies whose addresses are given.
  166. Sánchez, José: "Audio-Visual Aids," MLJ, XXXVI (Apr. '52), 191-192. New Spanish, French and German films are named and explained; records and kodachromes are also explained.
  167. Sánchez, José: "Audio-Visual Aids," MLJ, XXXVI (May '52), 245-248. Many new films for language classes are explained. Of interest are the three dimension stereoscope pictures, and multiple language films. Prices and addresses of these materials are given.
  168. Sánchez, José: "Audio-Visual Aids," MLJ, XXXVI (Oct. '52), 297-299. Many interesting new films, filmstrips, records and recordings are explained. A Realia Bureau and visual-aids catalogue contain many items of great interest to the teachers of modern languages.
  169. Sánchez, José: "Audio-Visual Aids," MLJ, XXXVI (Nov. '52), 359-360. New films, filmstrips and records of interest to modern language teachers are named and explained.
  170. Sánchez, José: "Audio-Visual Aids," MLJ, XXXVI (Dec. '52), 407-408. Free loan films, free filmstrips and visual-aids realia are listed and explained.
  171. Smith, Carlos: "Interest in Literature as a Reason for Language Study," BAATSEEL, IX (June '52), 80. Mr. Smith and a relative are studying Czech and Polish with the aid of the linguaphone records. They have found from experience that reading in any language is the most rapid way to acquire a large vocabulary. At first they preferred bilingual readers. Later they read the foreign language with recourse to a dictionary.
  172. Soref, Irwin: "Audio-Visual Aids in Jewish Education," JE, 23 (Fall '52), 5-6. Much has been done to acquire more audio-visual equipment for use in language work in the kindergarten and elementary schools, also the high school.
  173. Stock, Marie: "Realia and Teaching Aids," CMLR, VIII (Spring '52), 38. Teachers of French will welcome the set of recorded dictations that will provide excellent practice for their pupils, as well as the wall maps of France and other pictures mentioned here.
  174. Stoops, Betty: "Basic Tools for an Audio-Visual Course," ES, XXXI (Summer '52), 236-237, et seq. The purpose of this article is to describe some widely accepted films and filmstrips. Audio-visual materials are effective in many ways. Emphasis always is on the influence of the teaching method.
  175. Wasley, Ruth E.: "Sources of Realia for the Teacher of French and Spanish," MLJ, XXXVI (Jan. '52), 10-15. Realia make the languages *live*; realia are a most vital part of the language program. Many excellent suggestions are given in regard to posters, maps, music, dances, flags, stamps, etc. Addresses of companies where the material may be obtained are given.
  176. Yaeger, Murray R.: "Don't Mourn Radio—It Isn't Dead!" TO, 36 (Apr. '52), 16-17. Educational radio in El Paso is still a lively entity. The two year old program includes fields as drama, English, foreign languages, etc. One "live" program, "Say It in Spanish," carries into the upper grades the Spanish lessons that were started in the primary grades. Other educational radio offerings to El Paso teachers and students are round-table discussions of many areas as French and Spanish lessons, to name only one.

# IX. GENERAL LANGUAGE, AUXILIARY LANGUAGE (2).

See also: 80-108.

177. Finocchiaro, Mary and Davis, Benjamin: "Contributions of General Language to a Changing Curriculum," HP, XXXIV (Jan. '52), 19-29. This interesting and successful experiment is being conducted at Junior High School 126, Brooklyn. The course has not developed to a point where it has assumed its final form, but many of its findings will be helpful to us as language teachers. A very detailed account is given beginning with the various types of students, course philosophy, aims and objectives. The section on methodology is especially pertinent.
178. Sondow, Percy: "General Language—For Whom?" HP, XXXIV (Nov. '52), 20-21. Here we have an explanation of what general language is and the approaches used; and we understand what general language means for the pupil, for the teacher, and for the administrator. From its general nature this curriculum area indicates many good possibilities for fusion of general language with English, social studies, or foreign languages for core-program purposes.

# X. GRAMMAR, COMPOSITION, SYNTAX (31).

See also: 265-398.

179. Bearder, Gwen: "Position of Personal Pronouns," CMLR, VIII (Spring '52), 14. Each teacher adapts other methods to his own. The outline given here has been found to work very satisfactorily. It is a suggested variation for teaching the order of pronoun objects before the verb.
180. Beberfall, Lester: "The Partitive Indefinite Construction in the *Cid*," H, XXV (May '52), 215-216. A few illustrations from the *Cid* are quoted as examples of the partitive indefinite construction: an indefinite part of a definite whole, and the omission of the partitive indefinite construction: an indefinite part of an indefinite whole.
181. Bender, Byron W. et al.: "Friulian Phonology," W, 8 (Dec. '52), 216-223. Friulian is bordered by German to the north, Slovenian to the east, and the Venetian dialect of Italian to the south and west. It is spoken by about half a million inhabitants of northeastern Italy. Several theories have been put forth concerning its position within Romance. These are explained for the writer hopes this may be of interest to those concerned with internal relationships of the Romance group. Friulian phonological data is presented structurally.
182. Bolinger, Dwight L.: "*Ser Bien*," H, XXXV (Nov. '52), 474-475. This construction deserves some attention because of its peculiarity of syntax—that of *ser* plus an adverb. Several Spanish and English examples are given as well as their references.
183. Blume, Eli: "An Oral Approach to Composition," FR, XXV (Apr. '52), 385-388. Many suggestions are given which illustrate the many possibilities and approaches to this oral method. The methods of drill used arouse student participation and interest. The reactions of the students to the oral approach have convinced the writer and his colleagues that it is valuable, effective and stimulating.
184. Bull, Wm. E. et al.: "Subject Position in Contemporary Spanish," H, XXXV (May '52), 185-188. In discussing subject position in any language there are three fundamental questions to be answered. These are stated. This paper is concerned with two points: whether the items which immediately precede or follow the verb influence the position of the subject; and whether the subject itself, as an isolated word or as a cluster of words, affects its position in the Spanish sentence. Three blocks of material were analyzed for this problem.
185. Bull, Wm. E.: "The Intransitive Reflexive: *Ir* and *Irse*," MLJ, XXXVI (Dec. '52), 382-386. Three points of view which are explained must be considered in the use of reflexive pronouns with intransitive verbs. The nature of the action symbolized by each verb and by its meanings and its functions have fashioned the processes of development and analogical extension. The reflexive, transferred to the intransitive, is called re-specialization. In the case of "*ir*" and "*irse*," re-specialization is established in terms of the nature of actions, notions of space, limitations of linear movement—no relation to the function of the reflexive. "*Irse*" presents no difficulties. Examples are given in which "*ir*" parallels "*volver*," and in which "*ir*" and "*irse*" alternate.
186. Canfield, D. Lincoln: "Spanish American Data for the Chronology of Sibilant Changes," H, XXXV (Feb. '52), 25-30. Dr. Canfield deemed it worthwhile to examine Spanish American testimony of the Colonial Period on the pronunciation of *ç, z, s, x, j*. This study is limited to a summary of the indications of early material on the description and transcription of "new" evidence from microfilm copies of the Quechua-Spanish dictionaries of Santo-Tomás and González Holguín, the writings of Guaman Poma, and from Maya and Quiché sources not used in an earlier study. The works of more than fifty authors have been consulted for this information on sibilant changes from 1460-1760.
187. Coates, Mary W.: "Some Misnomers in Spanish Teaching," H, XXXV (May '52), 203-206. There are a few misnomers in Spanish teaching which our author comments upon, and three in particular are named and explained.
188. Collinson, W. E.: "An Account of De Groot's 'Structurele Syntaxis' in its Application to English," LN, III (Dec. '52), 162-177. Our writer summarizes chapter by chapter Professor A. W. De Groot's *Structurele Syntaxis*, 1949, and he offers a few comments. He is in agreement with De Groot and applauds his sustained effort to treat the sentence as a linguistic unity having its own linguistic characteristics.
189. de Graaff, Frances: "The Verbal Aspect in Russian," MLJ, XXXVI (May '52), 220-222. For the American student the verbal aspect is one of the most difficult problems of grammar. The student who wants to speak and to write Russian must have a clear understanding of the meaning and the function of the aspect. The correct use of aspect depends not so much on the objective situation or construction of the sentence as on the subjective intention of the speaker or writer. Definitions and rules of great practical help are given, also excellent exercises.
190. Harvitt, Hélène: "Common Mistakes in Grammar and Vocabulary," FR, XXVI (Oct. '52), 40-50. The mistakes listed have been gleaned from compositions and final examinations. Naturally they fall into definite categories. Thinking these of interest to teachers of French the writer has compiled them into one article. Many students do overcome these obstacles which are explained. The writer pleads for slow, careful and systematic teaching in the elementary courses at any level. Most indispensable is a good foundation.
191. Hayakawa, S. I.: "Linguistic Science and the Teaching of English," BBE, XXIX (Jan.-Feb. '52), 9-22. These informal remarks about old-fashioned, two-valued grammar clarify some of the existing confusion concerning the place of grammar in the teaching of English. Our purpose of enabling discourse is often subverted by our methods. There is semantic distinction between the two major functions of language.
192. Hingley, Ronald F.: "The Stress of Russian Nouns in -*A/-Я* under Inflection," SEER, XXXI (Dec. '52), 186-203. An analysis is given of nouns in -*a/-Я* as found in a single authority—Ushakov's dictionary. Besides this analysis of Ushakov's material, this study has a secondary aim of setting the subject in its historical context.

193. Hull, Vernam: "The Middle Irish Preterit Passive Plural in the Annals of Ulster," L, 28 (Jan.-Mar. '52), 107-108. The Annals have a distinct linguistic value for they depict the modifications to which the Irish language has been subjected—especially the changes that the verbal system has undergone.
194. Irving, T. B.: "The Spanish Reflexive and the Verbal Sentence," H, XXXV (Aug. '52), 305-309. Semitic languages have elaborate verbal structures which almost ignore tense. The writer discusses a few features of Semantic speech and draws parallels in Castilian. For this he has chosen personal forms to show how easily they are colored with the reflexive quality, and that they have a further emotional reaction which frequently defies explanation. The Semitic verbal and nominal sentences depend upon whether a noun or a verb begins a sentence. All this is explained and illustrated.
195. Joliat, Eugène: "Liaisons," CMLR, VIII (Winter 1951-1952), 17-18. As a service to teachers of French, the writer has marked the liaisons in a page of *Cours Moyen*, part II. The first page of Lesson V was chosen, and the liaisons are marked under three headings: obligatory, possible, forbidden.
196. Lafon, René: "Le Basque et les Langues Caucasiennes," W, 8 (Apr. '52), 80-94. In this paper we have a study of many parts of speech, stem forms, negatives, and the formation of words. To illustrate many of the above, very complete Tables are given. The words and forms used in the study are those in usage today.
197. Matthews, W. K.: "Functions of the West Finnish Partitive Case," SEER, XXXI (Dec. '52), 59-73. Finnish usage is the touchstone of the present investigation, although only part of the material studied will be taken from Finnish sources. The Finnish partitive case is a morphologically well-defined form. Partitive case forms are characterized by certain endings which are given here. In this survey the partitive case form is contrasted with the nominative and genitive forms in three primary sets of semantic oppositions.
198. Moderns Staff of North Toronto C. I.: "Review of Agreement of Past Participle—Grades X and XI," CMLR, IX (Fall '52), 25-27. This is an outline with three divisions—no agreement, agreement with preceding direct object, and past indefinite with "être." There are numerous subdivisions of sentences—affirmative and negative, and others.
199. Must, Gustav: "Again the Origin of the Germanic Dental Preterit," L (Jan.-Mar. '52), 104-106. A previous article on this question stated that the origin of the Germanic dental preterit involved two separate problems: the origin of the dental element, and the origin of the personal endings. Now the writer deals with certain verbal formants, *ē* and *ā*, for a more detailed study made makes necessary an explanation of some points not fully taken care of before.
200. Myrvaagnes, Kaspar O.: "Teaching the German Verb Order," GQ, XXV (May '52), 161-163. In elementary courses students are to be acquainted with the barest outline of the basic structural elements of the German language. The presentation must be as simple as possible. Traditional terms are not commonly employed. A suggested outline for verb order is given.
201. Noble, Eunice: "Review of Grade XII German—Part I," CMLR, VIII (Winter 1951-1952), 22-29. This is a review of the parts of speech for the German Composition course for grade XII. All page references are to *Lernen Sie Deutsch*. English and German examples are given. Oral and written exercises are indicated.
202. Noble, Eunice: "An Outline of German Grammar II," CMLR, VIII (Spring '52), 15-18. Teachers of German will find this outline very helpful.
203. Palermo, Joseph A.: "A Direct Look at Spanish Grammar," H, XXXV (Nov. '52), 388-406. Now is the time for a reassessment of our methods. To the writer the grammatical approach to the teaching of foreign languages is the most efficient and the only possible one logically. Grammar cannot be reduced to a minimum. After many different methods are reviewed, one is suggested that the writer has found to be successful with many types of students.
204. Politzer, Robert L.: "On the Romance Third Person Possessives," W, 8 (Apr. '52), 65-71. The purpose of this article is to trace the origin of the use of *suis* as the only singular possessive and *illorum* as the only plural possessive in some areas, as well as the generalization of *suis* for both singular and plural in others, in a study of documents from the Late Latin period. Many French, Spanish, Italian, and German examples are given.
205. Radimersky, G. W.: "An Analysis of the Participial Modifier Structure," MLJ, XXXVI (Dec. '52), 387-391. This comprehensive classification of the participial structures, practical and definite, is based on thousands of examples and on a collection of "gems," both of which the author has collected for several years. The basis is on external and internal characteristics. External assumes the presence or absence of an introductory element to the structure. Internal assumes the presence of a participle, of an attributive adjective, of a series of modifying participles. Many examples from various sources serve to clarify.
206. Sullivan, Gerald P.: "Durante," H, XXXV (Aug. '52), 345-346. Spanish grammars explain the preposition *por* in translating *for* in temporal phrases; but *durante*, the normal equivalent of *for* in certain contexts, is often ignored. Several Spanish examples with both are given and also the references.
207. Vargas-Barón, Aníbal: "The Function of the Definite Article in Spanish," H, XXXV (Nov. '52), 410-414. The purpose of this paper is to explain the function of the definite article in modern Spanish, and to lay down some general principles as guides for those who study Spanish. Many examples and explanations are given. Those who are interested in further details will find many in the Cuervo pamphlet mentioned in the paper.
208. Welmers, Wm. E.: "Notes on the Structure of Bariba," L, 28 (Jan.-Mar. '52), 82-103. Thousands of people in the Cercles of Parakou, Kandi, Natitingou, and in bordering sections of Nigeria speak Bariba, known to the French. There are dialects of Bariba, some of which have a high degree of social prestige. This study is limited to the phonology and morphology of Bariba.
209. Westfal, Stanislaw: "Rhyme-determined Genitives in Modern Literary Polish," SEER, XXXI (Dec. '52), 164-178. The present article deals with the several genitives which have either, the typical case—preserved an *-a* form in a rhymed proverb, or coined one in similar circumstances. The study is based on material collected from some 175,000 pages of literature written between 1901 and 1950 with a few exceptions.

#### XI. INTERNATIONAL RELATIONS, EUROPEAN RELATIONS, LATIN-AMERICAN RELATIONS, PUBLIC RELATIONS, THE WAR, THE POSTWAR (42)

See also: 108-113, 259-284

210. Bein, Elizabeth: "My Experience at UNESCO Seminar," CSJ, 67 (Feb. '52), 10-12. The director from Lausanne welcomed everyone first in English and then in French. The seminars bring peoples of the world together to discuss common problems. Developing international understanding is everybody's task.
211. Bennett, A. LeRoy: "Education for International Understanding—Challenge to UNESCO," SS, 75 (May 17 '52), 308-310. Promotion of international understanding through education is one of the important parts of UNESCO's educational program. Recently the role of history, geography, and modern language instruction toward the goal of international understanding was studied. A seminar on modern languages was planned for 1953.
212. Brady, Geo. K.: "Languages for the Task Ahead in the Orient," BBSS, XXIV (Mar. '52), 66-68. More



- than ever we need friendships in the East; friendship means understanding. We must acquire an understanding which will enable us to appreciate the culture of the Orient. We encounter difficulties where a command of the language is necessary; these are heightened when that language cannot be spoken. Difficulties must not deter the humanist from making every reasonable effort to spread some understanding of the cultural civilization of the people we must have as friends.
213. Brehm, Christine: "French Boy Visits American High School," NYSE, XXXIX (Mar. '52), 421. Mr. Wallace Taylor, representing the NYSTA International Relations Committee, made arrangements for Gerard Frey, a sixteen-year-old concert pianist from Colombes, France, to spend a week as a guest of the students of the Milne School in Albany.
  214. Brewer, Sylvia: "Functional French in High School," FR, XXV (Apr. '52), 380-384. French classes must be kept interesting, practical and easy, says the writer. Teachers must take into consideration the fact that we have various types of students in our classes. In many ways we see how the French course is made practical and functional to all students, and they understand that they play an important part toward World Brotherhood and Peace by understanding the French people and their civilization.
  215. Brown, W. Norman: "The Language Problem of India and Pakistan," MSLT, 2 (Sept. '52), 17-30. Language difference has an important significance in internal Indian and Pakistani politics. The people of both India and Pakistan are distributed among various speech groups which are explained. What language or languages of government and higher education should be is the question causing many social and political problems.
  216. Brown, Wm.: "A Real 'Good Neighbor,'" MAR, XX (Jan. '52), 8-9, et seq. The Benjamin Franklin Library in Mexico City is only one agency that carries out the "Good Neighbor" Policy outlined in 1933. There are many mass means to bring peoples of the two sister nations closer together. It is important to promote the teaching of the language of one nation to the people of the other, and to stimulate the reading of each other's books, to see films reflecting the customs and mode of living. In Mexico the English language courses begun by the library staff members are very popular.
  217. Bryant, Margaret M.: "Language in Intergroup and International Relations," ISTCJ, XXIV (Dec. '52), 41-45. In Sweden students take their language work seriously. English is the second language, and students study it for nine years. This little nation feels that language is the key in their relations with other nations. These people think that all should know the American language and the culture because America plays a dominant role in world affairs. The children in elementary schools in Sweden study languages other than their own. Language must be functional.
  218. Caldwell, Oliver J.: "Coordinating Programs for International Understanding: A Symposium," ER, XXXIII (Oct. '52), 528-541. In the new adventure in education the United States government holds to the tradition that the techniques of education should be on an international scale and work for peace. Many agencies participate in the venture. Exchange programs promote a better understanding of the United States among the peoples of the world.
  219. Converse, Hyla S.: "Partnership Not Pity Builds the World University Community," AACB, XXXVIII (Dec. '52), 574-581. Establishing the community in the world is the most urgent international task with which we are faced. WUS is the only existing organizational base for an inclusive world community of university people. WSSF is the American channel for participation in this world university community, partly a reality and partly to be established.
  220. Editorial: "En Marge," MLL, XXXIV (Dec. '52), 1-2. We must prepare men and women to become members of a world society. Broadening the aims of education will bring changes of curriculum and of methods of teaching modern languages. The aim of learning a modern language should be an understanding of the spirit of a foreign people—their culture, art and their way of life. An active method of teaching languages is necessary plus a creative use of books. The classroom should have many books, maps, realia, audio-visual material and records.
  221. Fick, Doris, J.: "World Friendship Starts Early," NEAJ, 41 (Oct. '52), 392. The writer has taught her first-graders at the Warren School in Wellesley, Massachusetts, much about the cultures of other lands. For her pupils language experiences were enjoyable and practical; language is functional.
  222. Fink, Rowena C.: "One United Voice," NYSE, XI (Oct. '52), 23-33. What an honor, a privilege and a challenge to be the NYSTA delegate to the Sixth Delegate Assembly of the World Organization of the Teaching Profession which met at Copenhagen, Denmark. What courage it must have taken for the minority delegate (Japanese) to refute various statements using perfect English. A teacher from Norway charmed everyone as she too gave her report in English. The Mayor of Copenhagen welcomed the group (200) in English, in French and in German.
  223. Fitzpatrick, Dick: "Training for International Communications Research," AACB, XXXVIII (Dec. '52), 536-542. Postwar developments indicate the growing need for international communication. American businesses with foreign operations are interested in the field. The necessary courses are outlined, and language work plays an important part. The exchange students are much needed in this plan. They will learn about America. All this would help supply personnel to assist the United States to accomplish effectively its foreign policy through an international information program.
  224. Freeman, Stephen A.: "A New Idea in International Co-operation," E, 72 (June '52), 684-692. Middlebury College in Vermont is an institution that can grant its own regular degree to a selected group of its own students for work done in a cooperating foreign institution, provided it has sufficient direct control of the program followed and the results obtained. The writer went to France to make the necessary contacts and to lay the foundation for the plan. This has been done in Spain too.
  225. Furbay, John H.: "At Home in One World," E, 72 (June '52), 648-656. Is it easier for us today to understand the other peoples of the world when they are all within 36 hours of us? Peace means understanding people. Language is the greatest obstacle to our international understanding. We must know other languages. What a shame it is that in this world of ours we have the reputation of being illiterate when it comes to talking other peoples' languages.
  226. Gardner, John W.: "The Foreign Student in America," FA, 30 (July '52), 637-650. Government and private foundations have expressed enthusiasm for international exchange of students by contributing large sums of money to carry it on. This accords excellently with our notion of how international amity is to be furthered. Many problems are explained and suggestions given. This exchange will prove to be one of the most significant activities of experimentation designed to advance international understanding.
  227. Garthe, Edith L.: "Rich Resources for Us," NYSE, XI (Oct. '52), 19-21. Here is what one college is doing to promote international understanding through its campus program and through its services to the community.
  228. Goldknopf, David: "The New Ambassadors," AR, XII (Mar. '52), 57-62. The writer bases his article on his twenty-two months' experience as Communications Officer with a fighter group. Global travel is fast



- becoming a common experience for a cross section of America. The strength and depth of our international commitments will be influenced most favorably only if we can speak with other citizens in their language.
229. Graves, Mortimer: "Programs for the Development of Asian Studies," ACLSN, III (May '52), 26-28. The program for Near Eastern studies stresses the importance of developing an interest in these studies and in the translation of modern Near Eastern periodical literature and books. The emphasis of Southern Asia studies on area centers causes scholars to emphasize the necessity to support these centers. The proposals for the *Program of the Improvement of American Understanding of Asian Civilizations* are explained.
  230. Halsey, James H.: "Higher Education's Appalling Responsibilities," ER, XXXIII (Apr. '52), 217-227. Additional responsibilities placed upon colleges and universities result from the present state of world affairs. Of the many tasks for the colleges and the universities is a most important one—to accelerate a system of communication which will eliminate confusion and bring about international and mutual understanding.
  231. Hansen, Carl F.: "Where the Spirit Is Free," NEAJ, 41 (Mar. '52), 152-153. The Americanization School in the District of Columbia boasts of having in attendance people from some 72 different countries who are trying to learn English. The students learn it by having to speak it. The method used is really a very simple one. In classes for adults immigrants practice the language by telling their classmates about their own homelands. Grouping within classes meets many individual needs.
  232. Holland, Kenneth: "Can We Meet Our Responsibilities?" E, 72 (June '52), 644-647. The dominant world position in which America today finds herself compels us to have an international perspective, a better understanding of foreign peoples, and many informed and trained specialists. Much of this can be realized by adequate area study programs and intelligently planned and skillfully executed exchange of persons programs.
  233. Keil, Günther: "United Nations Educational, Scientific, and Cultural Organization," GQ, XXV (Mar. '52), 115-116. Many UNESCO speakers who are not foreign language teachers have insisted upon the necessity of learning a modern language. It is interesting to note that they especially emphasize that foreign languages should be early elements in the education of persons, and that linguists mobilize and adapt techniques for language teaching. Specific suggestions to remove linguistic barriers are given.
  234. Kenworthy, Leonard S.: "World Horizons for Children," CSJI, XXXIII (Mar.-Apr. '52), 150-154. The elementary school prepares pupils for the local community and the world community. The writer suggests some ways in which children may be prepared for the revolutionary world in which they will live when they grow up. Five general topics are given for education for worldmindedness; the languages have their proper place in this program. The teacher uses his own methods.
  235. King, Lulu M.: "Mobilization for Peace," CSJ, 67 (Jan. '52), 16-18. Colorado's 18th annual International Relations Conference for high schools was most successful. The students are deeply concerned in the work of building international understanding.
  236. Lazenby, Candler: "Highlights of a German Summer," AGR, XVIII (June '52), 22-25. The University of Tübingen sponsors courses during the summer designed to benefit university students and teachers in colleges and in public schools whose major field of interest is the German language and literature. An interesting account is given of the university in Germany, also the methods and techniques used in the classes.
  237. Leavitt, Abraham and Starr, Benjamin: "Teaching Pan-Americanism: Present, Past, and Future," HP, XXXIV (Feb. '52), 18-26. In today's world-community our Latin American neighbors unfold surprises to many people. The excellent outline prepared and given to us considers the aims of Inter-Americanism, the reasons for our interest in Latin America, many essential features of it, and the role of various national leaders.
  238. McGrath, Earl J.: "The Educator and the World Community," RAM, XI (Aug. '52), 102-103, et seq. Dr. McGrath discusses the role of the teacher, of the school administrator, and of the educated citizen in the field of public affairs, especially the place of the United States on the international stage. He very clearly points out what each one can do in connection with the present international situation in this world community.
  239. McGrath, Earl J.: "The Educator and the World Community," RAM, XI (Oct. '52), 134-135, et seq. Par. II of Dr. McGrath's speech continues to explain the teachers' role (exchange teachers too) in international understanding. There are some related domestic challenges to face if we expect our people to sustain and support the various international activities. These challenges are explained.
  240. Metford, J. C. J.: "Latin America, 1951," BHSL, XXIX (Jan.-Mar. '52), 15-50. Much cultural material on all Latin American countries is of interest to all of us.
  241. Politzer, Robert L. and Keller, Abraham C.: "A New Course: Vital Ideas in French Literature," FR, XXV (Apr. '52), 376-379. Language teachers deserve an important place in the educational scheme because they are qualified to promote international understanding and cooperation through their appreciation of foreign cultures. Literary material should be diffused into elementary courses. Literature can be used as a springboard for an insight into the life and culture of the foreign country. That French literature can be made relevant to an understanding of the world in which we live is shown in this article.
  242. Reitz, Wm. and Irwin, James R.: "La République d'Enfants de Moulin-Vieux," MEAJ, XXX (Nov. '52), 222-224. Visiting this French version of "Boys' Town" was a thrilling experience. This République d'Enfants no doubt is a manifestation of the democratic spirit in education to come out of post-war Europe.
  243. Ruebhausen, Zelia P.: "International Study and Training Pay Off at the UN," NYSE, XL (Oct. '52), 18. Suddenly people in faraway places have become our next-door neighbors. One United States delegate of the United Nations General Assembly in Paris explains how international exchange of students and teachers contributes to international understanding and world peace.
  244. Smith, Howard P.: "Does a Summer in Europe Increase International Goodwill?" NYSE, XL (Dec. '52), 172, et seq. This article attempts to measure the effects of experiences in Europe, especially in regard to the development of international understanding and goodwill.
  245. Spaulding, Seth: "People Speak to People," A, 4 (Aug. '52), 16-19. This is a title that was borrowed from a UNESCO slogan. In 1949 the plan called "People Speak to People" was launched. Students from many different countries spend a few days in a community away from the Ohio State University campus. This plan is a splendid example, a local one, of a nation-wide interest in students from abroad. Other universities have followed by having a similar type of international student program.
  246. Twijnstra, T. J.: "Industrial Public Relations: A European View," PRJ, VIII (Feb. '52), 21. Today industrial public relations is considered in the international environment. We must know and understand people of other countries. This is basically necessary in

view of the international cooperation we are striving for. All this can be realized through the study of modern languages.

247. Vandenbosch, Amry: "Languages for the Task Ahead in International Relations," BBSS, XXIV (Mar. '52), 74-75. Group consciousness does not readily develop when impeded by language barriers. Language is an important instrument of national unification. Men must understand each other easily and accurately if they are to cooperate effectively. No representative of our government should be permitted to go to a foreign country until he has a knowledge of the language and the ways of the people. Language is the chief key to that knowledge.
248. Wann, Harry A.: "As Others See Us," ER, XXXIII (Apr. '52), 233-245. America needs interpretation to our foreign guests. This is a difficult task. Exchange programs must be encouraged. Various methods described here are used by members of the Washington International Center to help visitors from other lands adjust and understand their environment in this country.
249. Williams, Mary I.: "A Pilgrimage to Europe," MEAJ, XXX (Dec. '52), 274-276. Many are the differences between European and American school systems. Our author comments on the splendid features of Amerika Haus in which foreigners get a better understanding of our way of life, and of UNESCO House with its great task of furthering international understanding.
250. Wright, N. Pelham: "Watch Your Language," ML, XXVIII (Oct. '52), 43-45. This excellent account expresses the writer's concern with regional vocabularies, intonations, and with expression rather than with structure. Latin Americans are concerned about linguistic affairs in their country.

## XII. LESSON PLANNING (2)

See also: 108-113

251. Huebener, Theo.: "The American Schools in Germany," HP, XXXIV (Feb. '52), 9-10. The American schools in Germany, called Dependents' Schools, try to duplicate the public school system of the United States in every way—textbooks, courses of study, methods, equipment, etc. A unique feature of the Dependents' Schools is the German language program. Native Germans teach their language in the elementary and in the high schools.
252. Stock, Hyman: "The Syllabus in French," HP, XXXIV (May '52), 23-31. This article was written after the author had read Mr. Pfeiffer's comments on the city syllabus in French in the October issue of *High Points*. He reviews the background of the *New York City Syllabus of Minima in Foreign Languages*, discusses the reading objective, and offers fundamental considerations.

## XIII. MISCELLANEOUS (not classified elsewhere), LEGISLATION (6).

253. Arjona, Doris K.: "The Twelve Meet a Language Requirement," H, XXXV (Aug. '52), 259-266. The friars divided into groups of three assigned to four towns in Mexico have left a record of devotion and courage. The people and the country were strange to them and they had no interpreters. How they began their work, preaching and teaching by signs and pictures is most interesting. They were determined to overcome their language handicap. And they did!
254. Lind, Melva: "The United States Government Programs for the Exchange of Teachers," FR, XXVI (Dec. '52), 129-134. The working operations of Fulbright activity have made many international exchanges possible. The channeling of these grants is done through four central clearing houses. The exchange philosophy has become a facet of national policy. The value of foreign language study is more apparent today, for potency of communication has been strengthened dynamically. Together many indi-

viduals from various nations are building the road that leads to security and peace.

255. Morse, Arthur D.: "Wall Street Is Its Campus," NB, 40 (Jan. '52), 56-59. Mr. Ruperto Tankeh asked leading businessmen of his native Manila to recommend a school that would provide him with what he wanted, and Pace College, New York City, was recommended. The new liberal arts curriculum incorporates many advanced educational concepts. Students from other countries take a subject called communications instead of isolated courses in English, and this has many good features. It combines the skills of reading, writing, speaking, and listening into one integrated course of study.
256. Pires, Armando S.: "At Best an Echo: Soul-searching of a Translator," A, 4 (Sept. '52), 13-15, et seq. Often translators struggle to make a foreign language text understandable to those of their countrymen who are less linguistically endowed. Intellectual integrity is vital in translation work. Today translators have become more important than ever for both written and spoken communication. To translate successfully one must have a thorough knowledge of the culture in which the author was reared and of the language in which he wrote.
257. Rodriguez, Juan M.: "The National Education Plan of Peru," BBSS, XXIV (Mar. '52), 76-80. The national plan of education for Peru is based on several philosophical principles which are explained. There are various types of schools; the various geographical levels have had great influence on the social and economic order reverberating on the culture of the people of the many regions of the country. The unique characteristics of the Peruvian plan are most interesting.
258. Utley, John H.: "Mexican Slang," H, XXXV (Aug. '52), 323-324. The writer believes that the poem published here may be of value to those who are trying to learn the popular speech of Mexico.

## XIV. MODERN LANGUAGE STUDY (26)

See also: 114-134

259. Babcock, C. Merton: "The Communication of Meaning," SS, 76 (Dec. '52), 398-400. This paper attempts to define clarity as it pertains to the communication of ideas, to relate it to the teaching of communication skill, and to suggest some practical implications of its importance for course construction or revision.
260. Bégué, Armand: "Varia," FR, XXV (Feb. '52), 317-321. We are further informed about the American Library in Paris. From the notes of the language teachers' meeting in Buffalo comes an optimistic outlook for the future of modern language teaching. Languages are important when they serve a functional need.
261. Bégué, Armand: "Varia," FR, XXVI (Oct. '52), 68-72. All language teachers will find many interesting items in this section conducted by Mr. Bégué. Mr. Kaltenborn's letter encourages the study of modern languages.
262. Benjamin, Harold and Hutchins, Robert M.: "Education—What and How?" JHE, XXIII (Jan. '52), 27-36. This article is in the form of a debate. Comments are included. Mr. Benjamin has great respect for Latin and Greek, and he thinks that more boys and girls should study both. We need highly competent language experts.
263. Biggs, B. R.: "Letter to the Editor: To Learn or Not to Learn," MLL, XXXIV (Dec. '52), 32. Each of the two reasons explained for studying a modern language has its place. For advanced academic purposes it is suitable for a small percentage of the school population. This does not mean that all other children must go without. The other—the larger percentage—have a right to some experience of language-learning. If we deny them this, we fail in our responsibility for their education on personal; also on international grounds.

264. Brodschi, Geo.: "Languages for the Task Ahead in the Business World," *BSSS*, XXIV (Mar. '52), 71-73. The knowledge of languages in addition to our own has become essential for those engaged in foreign trade. We should propose that the universities in great industrial centers make night courses in foreign languages available to members of export and import departments. In college students should be encouraged to study at least one foreign language. There are many vocational opportunities for language students. Research in this field by many language leaders is most helpful.
265. Brooks, Wendell S.: "Chicago Teeming with Foreign Languages," *SS*, 75 (Apr. 26 '52), 259-260. Early in the history of the city of Chicago, leaders in the churches recognized the need of providing for various linguistic conditions for its most cosmopolitan city in the world. Institutes were opened for these foreign-born in the United States. There were both day and evening schools.
266. Corey, Esther S.: "Lack of Languages and American Work in Europe," *MLJ*, XXXVI (Dec. '52), 405-406. For our task of world leadership, Americans must understand foreign languages. The lack of such has been a great barrier. One hundred percent cooperation results when we can talk to people in their language, appreciate their culture, show interest in their life. Mutual security is impossible without mutual understanding. We must not be reluctant to accept the study of languages as technical aid. Our overseas workers must be equipped with the languages that they need. "No room in our curriculum" is inexcusable.
267. del Toro, Julio: "Langugae Program at the NEA Meeting, July 3, 1952," *MLJ*, XXXVI (Nov. '52), 354-355. Our Editor comments on the Language Program at the NEA meeting in Detroit, July 3, 1952; and he summarizes briefly the material presented by George Borglum; Harry Josselson; Edgar S. Schmidt; Clarence Wachner.
268. del Toro, Julio: "Editor's Corner," *MLJ*, XXXVI (Oct. '52), 287-296. This is an editorial on the address by Dr. Earl J. McGrath in St Louis, May 3, before the Central States Modern Language Teachers' Association. Editor del Toro comments at length on Dr. McGrath's address and its implication, and he dwells upon the lack of unity in the language teaching profession as a serious obstacle in the path of those who want to bring language teaching to the high level where it belongs. He seems to have been afraid that the old leaders who were so passive when language work was going down might get back into the saddle, and he brings to his support a distinguished group of new leaders who likewise comment on Dr. McGrath's address and state their thoughts and convictions concerning language study at all levels in letters to our Editor.
269. Giduz, Hugo: "Teaching Modern Foreign Languages," *MLJ*, XXXVI (Feb. '52), 65-67. You want to teach because you believe that you will enjoy working with young people, and that the work of the teacher is most worthwhile. Teaching is an art. With the right professional attitude toward your work, you have a good start towards success as a teacher. The remunerative avenue to success must also be considered. Many requirements for success as teachers of modern foreign languages are examined.
270. Goggio, Emilio: "The Need of a New Approach to Modern Language Study," *MLJ*, XXXVI (Oct. '52), 272-273. The study of a modern language should include lectures on art, music, customs, habits and traditions of the people whose language the students are studying. Then only can students understand, and appreciate the character, culture and civilization of the people. Students must know that the many and the outstanding achievements in various fields of human endeavor in many foreign countries will advance them if they know a foreign language. This also leads to peace and good will in international relations.
271. Grace, Alonzo G.: "Desirable Characteristics of a Modern Secondary School," *NEAJ*, 41 (Mar. '52), 145-147. Several desirable characteristics of a modern secondary school are named and explained; following this, some areas requiring greater consideration in the modern secondary school are discussed. Dr. Grace says that America's rise to world status makes it imperative that there be a revival of interest in foreign languages, and that there be the development of a program leading to the mastery of at least one foreign language. The teaching of foreign languages should begin in the fourth grade and continue through the twelfth.
272. Hamilton, T. Earle: "Foreign Language Study," *TO*, 36 (Nov. '52), 25-28. Many state and national leaders have reaffirmed their belief in foreign languages. The foreign language section at the annual TSTA Convention in Houston last year adopted a plan of action calling for concerted effort on the part of the teachers of French, German, and Spanish at all levels of instruction to obtain public support. Communities were thoroughly "worked," and all are striving to give foreign languages their proper place in the curricula of the local schools.
273. Hibbert, Edith: "Exchange Teacher," *TO*, 36 (Mar. '52), 20 et seq. This is an interesting account of the writer's experience as an exchange teacher in England. The girls studying Latin had not elected it, but had it given to them. And, along with Latin had been given English, French or another foreign language.
274. House, Roy T.: "'Books Abroad' at Twenty-five," *AGR*, XIX (Oct. '52), 14-15. *Books Abroad*, the most cosmopolitan of literary magazines, has made definite strides ahead. The eight men who were on the original staff were high school and college language teachers. The staff and contributors have been teachers of foreign languages who have realized the importance of developing an interest in our sister nations. As long as the average educated American makes no serious effort to learn the modern languages, we shall be at a disadvantage in world competition, and we shall continue to be regarded with irritation to prevent our playing our part in international affairs as we should.
275. Huebener, Theo.: "Have Foreign Languages a Place in the Core Curriculum?" *HP*, XXXIV (Nov. '52), 6-8. For many reasons explained here, a foreign language is the ideal core for a course in common learning. Dr. Huebener shows how all the subject areas are related to the study of the life of a people. "A foreign language is the *centre d'intérêt* of any course in which human values, cultural ideals, and the development of personality are aims."
276. Kandel, I. L.: "An Education for National Security," *SS*, 75 (Mar. 8 '52), 155. The youth of today must be prepared to meet the new world conditions. International understanding is an aspect of citizenship. People of other lands become more important for us; languages other than our own take on new significance. In the possible courses of action that are suggested, we read that there should be a strengthening of programs in the languages for those who are capable of such work with a view to developing effective competence in communication as well as in cultural appreciation.
277. Kandel, I. L.: "Language Study and World Affairs: Dr. Earl J. McGrath," *SS*, 75 (May 31 '52), 347-348. The editor comments on the speech made by Dr. McGrath on May 3, before the Central States Modern Language Teachers' Association in St. Louis. Various parts are quoted "in toto," especially those stressing the need for language study in the elementary schools.
278. Lind, Melva: "A Dean of Women Looks at Foreign Language Study," *FR*, XXV (Feb. '52), 278-283. Each college graduate has a special obligation to her community, in this communications-filled world.



- "Not an hour passes in which some thought anchored in foreign language experience does not guide me in a professional life that inclines more and more toward that of the consultant or worker in the field of public relations," says Miss Lind. The education that opens unknown realms should be achieved through the study of foreign languages.
279. McGrath, Earl J.: "Language Study and World Affairs," AACB, XXXVIII (Oct. '52), 389-398. This is the entire address given by Dr. McGrath at the meeting of the Central States Modern Language Teachers' Association in St. Louis, May 3, 1952, published in the May, 1952 number of the *Modern Language Journal*. We have listed it in this Bibliography under number 280.
  280. McGrath, Earl J.: "Language Study and World Affairs," MLJ, XXXVI (May '52), 205-209. We are living in one world—a small world. Our world responsibilities make it imperative that we understand other peoples and that they understand us. A speaking knowledge of a foreign language is becoming more and more useful in nearly all occupations and professions. Greater emphasis should be given to language study at all levels in our schools. Language study must be made more functional; the spoken language should be emphasized at all levels, and the many modern teaching methods that are successfully employed should be put to maximum use.
  281. Pfund, Harry W.: "More Foreign Language Study, Not Less," AGR, XIX (Oct. '52), 3, et seq. Many thoughts of Dr. McGrath's address at St. Louis are emphasized. It is lamentable that the Ph.D.'s who represented the United States at an international conference on education were not sufficiently master of another language besides English to make a formal address in it or even to use it with ease in private conversation. The writer hopes that Dr. McGrath's proposals are taken to heart, and that there be "a complete reconsideration of the place of foreign language study in the American elementary education." Educators everywhere must realize the necessity of learning a foreign language early.
  282. Silber, Gordon R.: "Studying Languages and People," E, 72 (June '52), 664-667. All language teachers realize that they teach international understanding along with grammar, vocabulary, phonetics, etc. Language study is not complete without the study of the history and of the culture of the people.
  283. Stroup, Thos. B.: "Languages for the Task Ahead in Scholarship," BBSS, XXIV (Mar. '52), 59-61. We must have languages—a greater number of them—and a more thorough knowledge of them. Graduate schools must require more languages and better training in them. The various objections to language study are examined. Students should be required to use the foreign languages, for then they really learn them and see the value of language work. Students who study E. A. Poe and Thos. Carlyle must examine the French and German writings about them. This is true for the student of American history, mathematics, and science; these fields have important works that must be read in the language studied. For scholarship to thrive the study of languages must thrive.
  284. Walsh, Donald D.: "Editorial: Language Study and World Affairs," H, XXXV (Nov. '52), 447-448. Mr. Walsh comments on Dr. McGrath's speech at the CSMLTA meeting in St. Louis on May 3, and reports some results already realized.
- XV. MOTIVATION, STIMULATION (25). See also: 114-134, 259-284.
285. Coates, Mary W.: "Foreign-Language Textbooks," H, XXXV (Aug. '52), 324-327. Both good and bad features of language textbooks are given. Textbooks must meet the needs of the age today; they must be reduced, simplified, clarified, organized, dignified, and purposeful.
  286. Daley, Mary E.: "Language 8 at the North Syracuse High School," H, XXXV (Nov. '52), 437-440. This is an interesting new type of foreign-language program. These seventh and eighth grade pupils who have the opportunity to study languages for a short time eagerly await the day they enter the ninth grade where they may study them for a full year. The program is explained; much audio-visual material is used. These pupils enjoy speaking and singing their Spanish.
  287. d'Haucourt, Geneviève: "Note sur la Préparation et L'Emploi des Enregistrements," FR, XXV (Jan. '52), 192-198. The use of the language laboratory in teaching living languages is steadily increasing. The author's experience in laboratory work is given to the readers with the hope that they may use some of the new methods. The advantages and disadvantages of the *texte parlé* and the *texte écrit* are given. The registry prepared for students of various levels will be very helpful to teachers of French. Notes of explanation accompany these experiments. The laboratory does not replace the class; it strengthens the work done in the class.
  288. Gottlieb, Muriel R.: "Learning the Palatable Way," HP, XXXIV (Jan. '52), 66-69. In one social studies class the students have a unit on "Home Life." Many native groups were represented in the class. There was much information to be shared among those Puerto Rican, French, Italian, Chinese and Jewish students. And they had the opportunity "to eat while they were learning." Methods are discussed.
  289. Guillén, Luis E.: "The World in a Classroom," A, 4 (Feb. '52), 13-15, et seq. Washington's Americanization School has several outstanding teachers who help foreigners feel at home. It is a world in miniature; all are bound together by language. English must be spoken at all times. Foreigners are assigned to the class appropriate to his knowledge of English. Much cultural material is taught along with the language. Mrs. Vasa uses jokes and anecdotes to fix words in the minds of the foreigners. Her favorite device for teaching word accents is singing.
  290. Heft, David: "Accent on Youth—Rutgers Launches a Student Movement," A, 4 (June '52), 20-21. The Hispanic Society has renewed interest in Latin America, and students are intensely interested in studying the languages and cultures of Latin America. Panel IV of the group discussed the teaching of foreign languages.
  291. Koenig, Karl F.: "Is Language Study Doomed?" GQ, XXV (May '52), 144-149. No, language study is not doomed! Teachers of all languages must cooperate! The decline of one language is bad for all languages. Let each one take a self inventory. American schools, primary and secondary, are not providing the pupils with language work at the ages when the children could most successfully tackle it. If we can improve our methods, let us not refuse to change them.
  292. Krauss, P. G.: "A Substitute for a German House," GQ, XXV (May '52), 150-152. A German room is a worthwhile substitute for a German house. The writer's experience in establishing such a German room at the university is envied by colleagues in other departments. The results are most gratifying. We can and must make the study of languages interesting, stimulating and profitable.
  293. Lapson, Dvora: "They Dance Together," JE, 23 (Fall '52), 60-62. The dance is an excellent aid for teaching language in the classroom. In learning a Jewish folk dance, the children repeat the dance over and over; they also repeat the words of the song. In this pleasurable form many Yiddish and Hebrew words and expressions are absorbed.
  294. Le Vack, Ethel M.: "Bold Venture," H, XXXV (Nov. '52), 457-458. Anyone with a spark of interest in our Spanish-speaking neighbors and in their



musical language can begin an interesting adventure that reveals new vistas. Spanish was incorporated into a social-studies unit—a study of Mexico. There were many activities through which the language was learned, many methods used, also various audio-visual aids.

295. Michalson, Dorothy T.: "Cada Uno un Mexicano: A Unit in Spanish," *MSPS*, No. 2, 80-85. Let us peek into this class and watch the activity resembling that of a dramatics class more than of a traditional reading-grammar-translation course. These students learn the cultural material, and what is more important, they speak in the language and they love it.
296. Mirkin, John M.: "Notes from the Field—Hands across the Border," *CSJI*, XXXIII (Mar.-Apr. '52), 163-164. Du Sable High School has been building a friendly understanding of our neighbors south of the border through the growing activities of the Pan-American Club. Through its varied appeals and growing enthusiasm the club fosters the study of the Spanish language and the Spanish culture. It endeavors to co-ordinate its activities with all the departments of the school and to stimulate an interest that will grow into understanding.
297. O'Malley, Jessie: "France in America," *FR*, XXV (Jan. '52), 212-214. The aim of the French Club at Somersworth High School, N. H., is to promote and to foster an interest in France, its language, customs and culture. The dream of going to "France in America" did come true by raising the funds sufficient to send this group to Montreal and to Quebec. French will always live for these students.
298. O'Sullivan, Quentin J.: "Student Post-Prom Parties," *PRJ*, VIII (Oct. '52), 13-14. Two teachers from the West Allis High Schools approached a few of the officers of the Rotary Club for help in providing entertainment after the annual prom. The Allis-Chalmers plant in a suburb of Milwaukee complied. The themes of parties have been a Hawaiian theme, a Parisian theme, etc. The school and the company worked together, and these interesting activities proved to be a most worthwhile and practical venture.
299. Peers, E. Allison: "Spain Week by Week," *BHSL*, XXIX (Jan.-Mar. '52), 51-54. Much of interest of Spain from Oct. 1 to Dec. 31, 1951 is given.
300. Peers, E. Allison: "Spain Week by Week," *BHSL*, XXIX (Apr.-June '52), 109-114. Much of interest of Spain from Jan. 1 to Mar. 31, 1952 is given.
301. Peers, E. Allison: "Spain Week by Week," *BHSL*, XXIX (July-Sept. '52), 152-160. Much of interest of Spain from Apr. 1 to June 30, 1952 is given.
302. Peers, E. Allison: "Spain Week by Week," *BHSL*, XXIX (Oct.-Dec. '52), 224-228. Much of interest of Spain from July 1 to Sept. 30, 1952 is given.
303. Raymond, Joseph: "More Riddles for the Spanish Class," *H*, XXXV (Aug. '52), 327-330. Students in foreign language classes especially enjoy riddles. They are a clever device to cheer a dull language text. Fifty riddles given will provide interest and imagination for students who have completed two years of Spanish.
304. Raymond, Joseph: "Mexican Proverbs," *ML*, XXVIII (Mar. '52), 27-29, et seq. Mexicans take great delight in sprinkling proverbs into their speech. In their culture the oral tradition evolves a high degree of color and striking precision, of which the proverb is an illustration. Here is compiled for us a treasury of proverbs on many subjects.
305. Reichart, Walter A.: "Facing the Facts," *GQ*, XXV (Mar. '52), 63-71. The world in which we live has changed radically. The results which are evident in many ways show losses in enrollment in language classes. German teachers can be more optimistic for leaders, reconsidering the motivation for language study, claim that the study of German is gaining

ground. Oral German in drill sections with informants is also gaining ground.

306. Van de Luyster, Nelson: "Stimulating a Favorable Attitude Toward the Study of Scientific German," *MLJ*, XXXVI (Jan. '52), 27-30. Perhaps the most practical value that can be pointed out in the study of German is its use through translation which serves as a medium of access to articles on science in which the German language is extremely rich. For the scientific group of students the main emphasis will be placed on teaching the student how to use the tools necessary for the translation of the scientific sentence. A minimum amount of vocabulary is of immediate use to him. A little covered very thoroughly to recognize and to analyze does the student much good. This method of study results in a more analytical and objective appreciation of the language.
307. Wagner, Rudolph F.: "Idiomodex," *CMLR*, IX (Fall '52), 21-22. Various books give a collection of foreign-language idioms, but the material does not call for active participation on the part of the student. The material presented offers many splendid suggestions as to how students may start such a collection. What a challenge to the student who will find this a most entertaining and valuable aid in his language work. A sample card is given. The *IDIOMODEX* was designed to stress both the oral and the written parts of language learning.
308. Wirén, Nina M.: "Crossword Puzzle for an Hors D'Oeuvre," *MLJ*, XXXVI (Mar. '52), 148-150. "The side-shows, the hors d'oeuvres, are the things that stay with the youngsters the longest, and it behooves us to strike out courageously," says Mr. Palleka in his article entitled "Bread, and not Stone." The present writer adds a clever new teaching device, the crossword puzzle which stimulates students' interest. In addition to this more than one hundred Russian proverbs are given. These have a definite cultural value to the language student.
309. Wonderley, Wayne: "Promoting the Profession," *MLJ*, XXXVI (Feb. '52), 90-92. Are we language teachers making use of the various modern promotional techniques? Do we sell our courses? Do we have customer appeal? We are engaged in a business; we must sell our products and ourselves too. Many suggestions are offered for making our courses stimulating and fascinating, and for giving adequate publicity to our language courses.

#### XVI. PSYCHOLOGY OF LEARNING, TECHNIQUES OF INSTRUCTION (12). See also: 285-309

310. Artinian, Artine: "Manuscript Documents as Teaching Aids," *MLJ*, XXXVI (Apr. '52), 188-190. "Successful teaching is an art in which many devices may legitimately be utilized to make learning a pleasurable experience for the student." The writer whose field is French literature has made effective use of an extensive collection of original literary documents. The results are gratifying. Suggestions are given for those interested in acquiring such literary documents.
311. Corey, Stephen M.: "Language Students Learn What They Practice," *BBSS*, XXIV (Mar. '52), 51-53. Of four major instructional problems that are discussed here, one is especially important to language teachers. Boys and girls who are studying a language, or anything else, learn whatever they practice and feel rewarded for learning. Language teachers who agree with this, gain insight into the most probable outcomes of their instruction.
312. Davidson, Roland G.: "Rules as Tools for the Beginning Student of the Russian Language," *MLJ*, XXXVI (Mar. '52), 137-139. Better use of integrating rules should be made in introducing students to the Russian language, especially for the first-year student. Teachers are privileged and obligated to call attention to the kinship of the two cultures, Slavic

- and Anglo-Saxon, less in terms of philology than in terms of pedagogy. Every possible association between the new language and his native English ought to be encouraged, as well as with German, Spanish, Latin or any other language that the student may know. In learning a new language, in this case the Russian, by acquiring new symbols for ideas, the grammar-rule method is licked at the start. The ideal method must always be conversational or literary, or a combination of these two.
313. Esposito, Patrick G.: "A Problem: Foreign Born or American Born Language Teachers in our American Colleges," *MLJ*, XXXVI (Feb. '52), 93-95. As a teacher in one eastern college, the author observed presentations, methods and techniques of both the foreign born and the American born teachers of foreign languages. It is his belief that an ideal college language teacher must be a combination of both. Added to the usual requisites of energy, of enthusiasm, of personality and of patience, the college language teacher must possess several other essentials explained carefully by our author.
  314. Furness, Edna L.: "Techniques for the Teaching of Listening," *MLJ*, XXXVI (Mar. '52), 124-128. Attention is called to some lines of study fruitful in recent years, and we are given a recapitulation of suggestions made by various language experts on devices and techniques by which students may secure practice in hearing the foreign language spoken. The methods of testing ability to listen are endless. This interesting article shows how the aural goal may be attained in modern language teaching. The writer adds a testing device—a measure of aural comprehension that is easy to administer and to score.
  315. Gunther, Gertrude: "More Tricks of the Trade," *GQ*, XXV (May '52), 160. The predicate nominative was the one principle of German grammar that was harder than any other to understand, so the writer has used the equation sentence to make this principle clear to her high school students.
  316. Harris, Julian: "Rote Learning and the Study of French," *FR*, XXV (Apr. '52), 369-375. Rote-learning, declared stupid, is still with us. Many teachers do not realize that the only time one can easily give a language student a reasonable and effective approach to the study of a foreign language is at the beginning of the first semester of his course. The writer is an advocate of the intensive method. An authentic French phrase is a much better thing to know than a mere word. Many *Dont's* for the teachers of French are helpful.
  317. Hutchings, Chesley, M.: "Judeo-Spanish Proverbs," *HR*, XX (Oct. '52), 315-321. Spanish teachers will find most helpful the technique explained here. Many proverbs are given, a few difficult words have been translated for us.
  318. Lipp, Solomon: "Time to Take Stock," *MLJ*, XXXVI (Dec. '52), 378-381. Greater interest and activity among content subject teachers, which group includes modern language teachers, in the improvement of teaching, of teaching procedures is due to various reasons. We must stress methodology. College teachers ought to be observed too. "Language for the millions" calls for flexibility and experimentation. "Let us not do things just because they have been done that way for years; there may be a better way."
  319. Renelle, Sister M.: "The Language Or the Teacher?" *CJ*, 49 (Nov. '52), 63-67. Here are many good suggestions for teachers of modern languages. Various methods and techniques are discussed. Certainly we must be salesmen if we wish to be good teachers. The qualities listed as essential for salesmen are most applicable to teachers.
  320. Terrisse, André: "Combating Illiteracy in a French West Africa Project," *FAE*, IV (Oct. '52), 32-35. The village of M'Boumba was selected for the experimental with methods and techniques of adult education and suitable material was prepared. The use of the epidiascope in the teaching of reading is ideal and is explained. This method and additional methods for teaching reading are explained.
  321. Warne, F. J.: "Literary Commentary in Modern Language Teaching," *MLL*, XXXIII (Sept. '52), 96-101. The writer's purpose is to show how, in achieving accuracy, one may lay the foundations for work in commentary; to show how examination of short phrases and expressions may help language work; to indicate various brief exercises, all of them parts of the full-dress commentary technique which may be tried at stages before the sixth form. Various methods are discussed. In conclusion the writer points out that, regardless of the method used, accuracy is the first essential.
- XVII. READING, MATERIALS, METHODS, VALUES (20). See also: 26-59, 357-365.**
322. Bernard, Walter: "Texts and Classroom Methods in a Bilingual Reading Course," *MLJ*, XXXVI (Jan. '52), 3-9. We need a method that will combine the advantages of both intensive and extensive readings. The procurement of suitable, progressively graded reading texts that contain the foreign text and the parallel English version on the opposite pages; and the development of effective classroom technique and procedure in the use of these texts are two main problems in connection with the classroom use of a Bilingual Reading Method. Nine outstanding merits and features of this method are explained.
  323. Champlin, Carroll D.: "Learning to Read Current Events," *E*, 73 (Oct. '52), 79-90. Language teachers will profit from suggestions given in regard to reading aloud. We must give life to the printed phase through audible oral expressions. Vocal expression makes a living language. In maintaining peace travel and cultural interchanges play important roles. This will place renewed emphasis on the modern foreign languages.
  324. Chomsky, Wm.: "Hebrew Reading Projects and Publications," *JE*, 23 (Fall '52), 3-4. Students who had been outstanding in Hebrew, and especially in the use of the language, later forget much of it. One reason stems back to the textbooks which do not have an accepted vocabulary and an objectively graded word list as is the practice in the teaching of other modern languages. Various groups have set up underlying principles to help the student of Hebrew.
  325. Davis, Hubert J.: "Teaching Reading the A-V Way," *ES*, XXXI (Dec. '52), 417-419, et seq. Too little use has been made of the audio-visual media in not only the teaching of reading but also in other subjects. Tape recorders and phonographs are indispensable in teaching reading, language, and literature in all grades. Much material may be recorded on tape and used later on for vocabulary study.
  326. de Tort, Ferdina J. Capparelli: "Community Reading," *MLJ*, XXXVI (Oct. '52), 279-281. Let us look to the folk-ways as a medium of our present day methods in language learning. "Group reading" has many advantages if used to attain fluency in pronunciation, facility in reading, familiarity with a foreign language, and a stimulation to read individually. The method used by the writer has brought gratifying results.
  327. Eoff, Sherman: "Literary Reading and the Foreign Language Requirement," *MLJ*, XXXVI (Feb. '52), 96-98. It is a good thing for us as language teachers to take a self-examination, to re-evaluate our aims and objectives. The functional value of reading literary compositions is supported. It has value at any level of instruction. Literary reading should be used as a means to encourage students toward "cooperation in the various kinds of living."
  328. García, Pilar: "El Proyecto para Mejorar el Currículo de la Escuela Superior," *RAM*, XI (Agosto '52),

- 114-115, et seq. Many suggestions are made to improve the course of study for the high school. To mention only one, the work in reading, in comprehension, and in expression is considered very important. With careful and interesting work in these the language becomes a living entity.
329. Lemieux, Claude P.: "Improving Our Russian Textbooks," BAATSEEL, IX (Mar. '52), 45-47. The writer comments on some of the great *lacunae* in existing textbooks. The remarks concerning language manuals with grammar-translation method or direct method, literary texts, glossaries, the reading course, and reference grammars contribute much to the information on hand concerning textbooks. Numerous features of the many textbooks for several language courses with various methods in each are sufficient evidence of the multiplicity of aims sought in language courses today.
330. Moderns Staff of North Toronto C. I.: "German Sight Passages—Grade XIII," CMLR, IX (Fall '52), 22-24. Teachers of German will find most helpful these German sight passages with questions on each passage.
331. Moulton, Wm. G.: "Study Hints for Language Students," MLJ, XXXVI (Oct. '52), 259-264. One aspect of language teaching, sadly neglected, is the study methods that our students use during unsupervised language time. We language teachers must help the students with poor study habits. All language teachers will find most helpful the suggestions on how to study and how to read German.
332. Purvis, H.: "A Reading Course in French," MLL, XXXIII (Sept. '52), 90-95. This is a report of an experiment set up in the Middle Street Secondary Boys' School, Newcastle-upon-Tyne, not necessarily to prove the superiority of a "reading method" for the less gifted children, but to investigate its possibilities. The procedure followed, the texts and the type of tests used are explained. Results of tests are given. The "reading" class made good progress.
333. Senn, Alfred: "Folklore in Slavic Studies," BAATSEEL, X (Sept. '52), 3-4. Folklore has a universal character; it is the study of man. Studies in folklore are a necessary supplement to language and literature studies.
334. Shaw, Phillip: "College Reading or Study Programs," JHE, XXIII (Dec. '52), 468-472. Six common denominators for college reading or study programs are outlined. Many will be of great help to the language teachers. The fourth is pertinent, for it suggests methods and techniques for students of modern languages. Methods for teachers are also suggested.
335. Texas Outlook: "He Has Taught 60 Million People to Read," TO, 36 (Feb. '52), 6-7, et seq. Frank Laubach thinks a teacher's mission is to follow a workable way to achieve world peace. He is intensely practical, and his unique system of teaching people to read has been adapted to 235 different languages in 85 different countries. His system is purely phonetic.
336. Townsend, Elaine M.: "The Construction and Use of Readers for Aymara Indians," FAE, IV (Oct. '52), 21-25. Various figures of an Aymara primer are given and we see the simplicity of various pages. Words must be carefully chosen and the syllable structure to be comparatively easy, for then the transition from the ability to recognize known words to the ability to recognize phonemes will be made almost unconsciously. Problems in making the primers are interesting, especially in preparing a bilingual primer. Games have been used to good advantage to prove that reading can be fun.
337. Thomas, J. Alun: "The Man Who Taught His Nation to Read," FAE, IV (Oct. '52), 7-11. Few men have accomplished more in their span of life than this humble Welshman named Griffith Jones. He was eminently practical; instruction was given in the language of the people. His methods were rough and simple by modern standards. Many learned the language in a remarkably short time.
338. Virtue, Leila M. and Baklanoff, N. W.: "The Technique of Translation," MLJ, XXXVI (Dec. '52), 396-401. The problem of facilitating communication calls for competent technical translators, especially in the Slavic languages. The special difficulties involved in technical translation; the means of overcoming the difficulties inherent in technical translation, as developed in the Translation Department of Battelle Memorial Institute are the premises emphasized in this paper.
339. Wallis, Ethel E.: "Using Linguistic Analyses in Literary Methods in Mexico," FAE, IV (Oct. '52), 16-21. The present discussion presupposes that the fundamental cultural realities have been considered. A brief explanation is given of an earlier primer construction for progression of reading lessons. In two official literary campaigns in Mexico the two centers of attention in the methods have been mastery of the sound-symbol system and the "mastery of the features of arrangement." The reading methods in many primers are explained. In four languages of Mexico, genetically and structurally diverse, the principle of the mastery of sound and structural patterns has proved valuable. Interesting sample figures and sentence frames are given.
340. Warne, F. J.: "A Method for Literary Commentary," MLL, XXXIII (Mar. '52), 55-59. The writer proposes to explore what appear to be reasonable fields of investigation, given the meager knowledge of French literature to be expected of the older pupil, and assuming that we cannot expect him to discuss literary affinities about which he knows next to nothing or to determine the originality in presentation, language, and style when his reading and his command of French are limited. Language teaching methods are also examined.
341. Whitesell, F. R.: "Learning to Read a Foreign Language," MDU, XLIV (Feb. '52), 100-107. Language teachers should be more concerned with methods of teaching the languages. We may be very careful the first semester, but after that some teachers put students on their own so far as learning to read is concerned. Many methods used by students are explained. The methodology of elementary language teaching has become narrower and more definite year by year. Methods emphasized or equated to the reading approach are reviewed. A suggested procedure given is the result of many years' observation of the working methods of students and teachers. Experience with his own method has been most successful.

#### XVIII. REALIA, ACTIVITIES, CIVILIZATION, CLUBS, CULTURE, SOCIALIZATION (13).

See also: 114-134, 259-284, 285-310

342. Birkmaier, Emma M.: "What's Happening? A Curriculum Bulletin Board Answers," MSPS, No. 2, 1952, 8-15. In the main corridor of University High School (Minneapolis) a large fuchsia-colored bulletin board catches the attention not only of the parents, but likewise of the teachers. The latter can watch the other areas and take up simultaneously or immediately following, the problems in their own classes. Of great interest to us language teachers is one in which senior language arts classes worked on various units in world literature. Foreign language students with those in social studies classes and in mathematics classes worked on the problem of city planning and housing. Practical? Functional? Yes, indeed.
343. Burge, Cornelia; Glenn, Leona; La Vella, Ethel: "A Modern Language Week," MLJ, XXXVI (Oct. '52), 282-283. Today we must penetrate into foreign culture—language, history, art, geography, music, folklore—if we are to understand foreign peoples. A week in February set aside for modern language week is an all-out effort to make each person lan-



- guage-conscious, aware of the impact of foreign cultures on our own, realize that air travel has made a distant country our neighbor, and see the necessity of understanding other peoples by knowing their languages.
344. Citron, Samuel J.: "They Live Together through Dramatics," JE, 23 (Fall '52), 49-54. Dramatics is a most effective tool for learning. Subject matter is most effectively taught. Various games review lessons in the Hebrew language, music, folklore, literature, and customs.
  345. Ellison, Reuben Y.: "Exploiting the Short Play," FR, XXV (Jan. '52), 207-211. In this shrinking world, modern language teachers are expected constantly to instruct in the effective and functional use of the spoken word, to employ the conversational or the oral approach. A most enjoyable way to vivify this method is by the producing of short foreign language plays. Language comes to life in a play. The recommended works on stagecraft are most helpful.
  346. Freeman, G. Willard: "'Trash' into Treasure—PR," PRJ, VIII (Aug. '52), 19-20. Basketfuls of material are turned into gold by turning over such material to college instructors for use in their classrooms. Business establishments often receive calendars, maps, advertising material and letters from foreign countries. An English teacher was overjoyed at receiving a correspondence manual, and an instructor in modern languages was thrilled to have samples of printed material from many foreign countries.
  347. Hofacker, Erich: "*Das Westland*, an American Periodical for Germany," AGR, XIX (Oct. '52), 19-22. The editors of this periodical have as their aim to furnish unbiased, reliable and up-to-date information on America, the country and its people, for the benefit of prospective German immigrants as well as of the general reading public. This periodical is a significant literary document because it shows how a group of highly cultured and ideally minded Germans, after a few years of residence in the Middle West, viewed the American scene in the third decade of the nineteenth century.
  348. Joliat, Eugène: "Sample Dictations for Grade XIII French," CMLR, VIII (Winter 1951-1952), 37-38. Sample paragraphs for dictation are given. A marking scheme accompanies these paragraphs.
  349. King, Gladys: "Tips to Teachers," H, XXXV (May '52), 222-224. This section conducted by Miss King contains many suggestions from Spanish teachers whose device or new approach you will want to try in your language classes.
  350. King, Gladys: "Tips to Teachers," H, XXXV (Aug. '52), 348-349. Many suggestions offered here will make your teaching more effective and exciting. You will want to send for some of the material that is mentioned and explained.
  351. King, Gladys: "Tips to Teachers," H, XXXV (Nov. '52), 465-466. You too will have your dream come true when you and your students do some of these most interesting activities that are explained here.
  352. Loughridge, Rachel: "French-speaking Canada," NS, 49 (June '52), 79. This study tour will be conducted by Central Michigan College of Education into French-speaking Canada. Much reading will be done before going, and en route there will be opportunity for conversation in French.
  353. Lupien, Alfred L.: "The Problem of Attracting Students to Language Study," MLJ, XXXVI (Oct. '52), 284-286. Interesting types of programs are explained. There is not too much material for assembly programs to be presented to junior high school students. Favorable student reactions to suggestions given here are gratifying. Languages can be useful and fun too.
  354. Robinson, Francis A.: "Study Tours to Northern and Southern Neighbors," NS, 49 (June '52), 78-79. Central Michigan College of Education will conduct this transborder study tour deep into Mexico. It has been designed to supply the requirements for intense and practical work.
- XIX. TEACHER QUALIFICATIONS, TEACHER TRAINING (2).** See also: 108-113
355. Brady, Agnes M.: "A Teacher-Training Program," H, XXXV (Nov. '52), 448-451. The Lawrence, Kansas, elementary modern language program began with ten-year olds. The method used is the oral-aural-choral method with emphasis on teaching Hispanic culture and inter-American relations. A course of study is outlined for the university students who wish to specialize in teaching Spanish in the elementary school. The complete four-year program is explained.
  356. Sorel, Irwin: "Films for Use in a Teacher Training Program," JE, 23 (Summer '52), 37-39. In some cases films may serve as an introduction to, or a review of, methods. It can bring into the classroom some of the best ideas of educational thought and practice in the field. An excellent list of films is given.
- XX. TESTING, APPRAISALS, EVALUATION (8).** See also: 322-342
357. Andersson, Theodore: "The Yale-Barnard Conference on the Teaching of French: A Summary and Evaluation," FR, XXVI (Dec. '52), 121-128. It is generally agreed that this Conference has been most successful for the reasons explained. The reports submitted to the Conference are analyzed and summarized. These reports may be obtained from the writer of this article.
  358. Johnston, Marjorie C.: "Let's Think About It and Act Soon," H, XXXV (Feb. '52), 12-17. In her presidential address Dr. Johnston discusses some pertinent problems that all the members of the AATSP should know. She then reviews the types of interest and activity represented in the Association, the problems of teachers in the various school levels at which languages are taught. A few excerpts of letters from teachers in the United States throw light on some of the problems of Spanish teachers.
  359. King, Lulu M.: "Five Attend UNESCO Conference," CSJ, 67 (Mar. '52), 16. Appraisals and forecasts of work being done in language study mass media for communication, for study of cultures of peoples in all countries were rich in suggestions and ideas that leaders may apply in the work in their communities.
  360. Lado, Robert: "Improvement in Foreign Language Tests," UMSEB, 24 (Oct. '52), 3-5. The three aspects of foreign language testing in which progress is being made are stated and explained. The aspect that has to do with test content is of major significance. The improvements presented refer to tests in a foreign language as a language, and so refer to tests in speaking and listening. They refer indirectly to tests in reading and writing.
  361. McKay, Llewelyn R.: "Foreign-Language Learning: An Evaluation of the Monterey Army Method," SS, 76 (July 19, '52), 40-42. Each approach to learning the foreign language has one objective in mind. That objective is to teach the students to understand and to speak the language. Experts in methodology are brought in to offer suggestions. Various methods used are discussed, as is the use of audio-visual material. The complete program is explained by the writer. Many of the techniques explained could be used in our college classrooms.
  362. Smith, Maurice: "Sample Examinations," CMLR, VIII (Winter 1951-1952), 30-36. These are sample French final examinations in grammar and in dictation for students of various grade levels.
  363. Smith, Maurice: "Material for Examinations," CMLR, VIII (Spring '52), 27-36. French and German material for first and second years is given. It consists of comprehension and of composition material as well as of grammar.



364. Traxler, Arthur E.: "Tests for Graduate Students," JHE, XXIII (Dec. '52), 473-482, et seq. Graduate Record Examinations form one of the most elaborate batteries of tests ever prepared. They consist of a set of profile tests, an aptitude test, a series of special tests—"advanced tests." These measure achievement in many areas of study including languages as French, Spanish, and German.

# XXI. VOCABULARY, LANGUAGE, ORTHOGRAPHY (34). See also: 26-59.

365. Bazell, C. E.: "Phonemic and Morphemic Analysis," W, 8 (Apr. '52), 33-38. Mr. Baling's article criticizing some modern practices in the domain of morphemic analysis (in this Journal) is commented upon. Our writer says that much in his argument commands assent, but not all, namely: one cannot follow the author in attributing the relative sterility of the newer methods in morphemics to the application of principles which have proved valuable in phonology.
366. Bennett, Wm. H.: "The Earliest German Umlauts and the Gothic Migrations," L, 28 (July-Sept. '52), 337-342. The writer attempts to examine the problem in clearer perspective from a chronological and a geographical point of view after stating several assumptions with examples to illustrate.
367. de Unda, J. Texier: "It's All Spanish to Me," A, 4 (Oct. '52), 9-11, et seq. Spanish Americans do not speak a low version of Castilian. The fundamental stability and distinctiveness of Spanish vowel sounds leaves no margin for differentiation or confusion to those who use the language, whether in Europe, America, or Asia. With the political and military supremacy of the Kingdom of Castile, this state's language became official for most of the other nations of the Iberian peninsula. The respective languages—the Galician, the Catalan, the Basque, and the Balearic—are also Spanish languages. They too are in daily use from one coast to another in Spain.
368. Foley, Louis: "Words versus Language," SS, 76 (July 26, '52), 49-53. In learning a language the fundamental thing is to learn the system—that is to say the "grammar"—which is a "technique" in the true sense. The writer tells of his own experience regarding the relationship between vocabulary and "knowing a language." Language is a human thing and there is ample room for much tolerance toward many methods of teaching and of learning a language.
369. Fourquet, J.: "The Two E's of Middle High German: A Diachronic Phonemic Approach," W, 8 (Aug. '52), 122-135. In Middle High German the two short e's are distinguished by the signs *ë* and *e*, in phonological studies by the signs *ē* and *e*. We are given an idea of the way in which the notions of phoneme and of variant, of neutralization and of phonemicization, permit the author to clarify the facts and to find the problems in those situations where traditional research was at an impasse—as when faced with *e* and *ē* from *a* and *i* and *e*—or remained silent as in the case of *ö*.
370. Gonda, J.: "Indonesian Linguistics and General Linguistics II," LN, III (Feb. '52), 17-51. The problem how Indonesian, Melanesian, and Papuan languages are related, and how the peoples speaking these idioms have migrated and influenced each other, and the description of the main characteristics of the IN linguistic family serve as an opportunity to enable the reader to realize their importance. Only nouns, adjectives, and verbs are discussed here. This study is to be resumed.
371. Griffin, M. H.: "Two Notes on German Vocabulary," GQ, XXV (Mar. '52), 93-94. The writer suggests that two words *Lichtholz* versus *Schattenholz* (which are explained) be added to Mr. Keppler's list as they are often misunderstood by students dealing with the intensive vocabulary of the German language. Mr. Keppler's article, "Some Inaccuracies in German-English Dictionaries," appeared in the *German Quarterly*, Vol. XXIV, May, 1951, No. 3.
372. Hallie, P. P.: "A Criticism of General Semantics," CE, 14 (Oct. '52), 17-23. General semantics, a developing school of thought, is to be taken more seriously. A fundamental distinction in general semantics is that between the "extensional" and the "intensional." These are explained. The faults in the general semanticists' theory of the mechanisms of communication is not to be ignored by teachers and students of language. This is more important than ever.
373. Harmer, Lowell: "How Is Your Nahuatl?" ML, XXVIII (Nov. '52), 23-24. Many times you are speaking Nahuatl—the language of the ancient Aztec Empire, yet you do not realize it. Scores of Aztec words went into the English language directly or through the intermediary of the Spanish tongue.
374. Hollander, Lee M.: "Some Syntactic Analogies between German and English," GQ, XXV (Mar. '52), 88-92. German and English are different dialects of the Germanic language; they are closely related. Their basic vocabularies are largely alike; structures are practically identical, even the nominal and verbal inflections. Often textbooks overemphasize, in the matter of syntax, the differences rather than stress the similarities between the two languages.
375. Joos, Martin: "The Medieval Sibilants," L, 28 (Apr.-June '52), 222-231. This paper discusses two neighboring languages, and shows how the opposition between /s/ and /ʃ/, stable for a time, finally broke down in each language. French, Spanish and German examples are given.
376. Kiddle, Lawrence B.: "Spanish Loan Words in American Indian Languages," H, XXXV (May '52), 179-184. The purpose of this study is to describe certain aspects of the study of Spanish loan words in American Indian languages. By means of sample semantic categories and selected words in these categories, Professor Kiddle explains how great is the influence of Spanish on some native languages in America. He illustrates some aspects of the process of cultural diffusion or acculturation, and the types of layers of loans that characterize the steps in the process.
377. Kupčák, Jos. R.: "Foreign Influences and the Preservation and Purification of Literary Slovak," BAATSEEL, X (Dec. 15, '52), 26. The stability of the Slovak language is due to its grammatical system and to its basic word stock. Outstanding exponents struggled against various alien influences which helped the language survive and flourish. Cultural ties with Russia were strong, another force helping to keep the Slovak language alive and to fight off any infiltration of impurities from the Magyar and the German languages.
378. Leslau, Wolf: "The Influence of Sidamo on the Ethiopic Languages of Gurage," L, 28 (Jan.-Mar. '52), 63-81. The Semitic languages of Ethiopia occupy a geographical section in which Cushitic is still used. The Semites of South Arabia imposed their languages on the Cushitic domain after conquering Ethiopia. A period of bilingualism followed, and still endures. The Cushitic group weakened, but exerted a great influence on the structure of the Semitic languages which is carefully explained for us.
379. Levy, Raphael: "The Etymology of Franco-Italian: *Çubler*," I, XXIX (Mar. '52), 49-52. The writer has taken a circuitous route going from the Franco-Italian *çubler* via many branches, especially *joûbla*, to arrive at the oldest recorded example.
380. Levy, Raphael: "Les Dérivés Médiévaux du Mot 'Chaux'," MLN, LXVII (Mar. '52), 156-160. *Chaux*, *chaus*, *chalz* are explained; references are given as to the use of these words. Bloch, Wartburg, Vannérus, Dauzat and others are quoted.
381. Mann, Stuart E.: "The Indo-European Consonants in Albanian," L, 28 (Jan.-Mar. '52), 31-40. The writer has collected much on *ie* materials both inside and

- outside Albania. His results are carefully and fully documented. Some of the results are offered here.
382. Maronpot, Raymond P.: "Let's Teach and Test Vocabulary on a One-Language Basis," GQ, XXV (Jan. '52), 26-32. The mastery of a basic vocabulary that is active and passive is of great importance to the language student. In the past the method of acquiring vocabulary consisted mainly of memorizing, by sheer repetition a number of words daily. The unit of thought should be the pivot around which the teaching of the basic vocabulary should revolve, for then it is active, functional and psychological.
  383. Martinet, André: "Celtic Lenition and Western Romance Consonants," L, 28 (Apr.-June '52), 192-217. Various definitions with sources of lenition are given and commented upon. In phonological matters clarity is achieved by a careful distinction between the successive stages of the language in question. This is especially important for the study made here. The writer assumes that lenition was nothing other than the appearance of a weak allophone for every consonant in intervocalic and some other positions. The letter *k* is taken as an example, illustrated and explained.
  384. Morínigo, Marcos A.: "Difusión del Español en el Noroeste Argentino," H, XXXV (Feb. '52), 86-95. Professor Morínigo presents a study of bilingualism in Northwestern Argentine where for a long period the Quichua language prevailed over the Spanish language brought in by the soldiers and clergy and Spanish settlers. He explains the conditions and methods which helped Spanish to prevail in a long struggle, and he brings forward the theory that the peculiar intonation in the Spanish of the natives of this region is due to an Indian language which has totally disappeared.
  385. Mueller, Eugen H.: "The German Language of Today," GQ, XXV (Jan. '52), 35-41. Today young people in Germany are disgusted with the vague manner of writing. They are demanding simplicity and clarity of language. What has happened to the German language comes from many sources.
  386. Parker, Fan: "The Teaching and Development of Russian Vocabulary," MLJ, XXXVI (Mar. '52), 135-136. At present no commonly accepted Russian word list serves as a core of material to be taught. Individual teachers determine the nature and extent of Russian vocabulary to be taught in a given time. Teachers must distinguish between vocabulary for active recall and vocabulary for passive recognition, for this is imperative in regard to the techniques of instruction. Our author favors the multiple language approach, with speaking as the first aim in first-year Russian. Consequently attention must be focused upon the methods of teaching. Many suggestions are given whereby vocabulary is taught in a meaningful context.
  387. Politzer, Robert L.: "On *b* and *v* in Latin and Romance," W, 8 (Dec. '52), 211-215. Latin intervocalic *b* and *v* merge in all the Romance languages. A problem is presented by the confusion of post-liquid and initial *b* and *v*. For, with some exceptions to be discussed later, the Romance languages do not merge *b* and *v* in those positions. The picture in the Romance world revealed by careful examination is summarized for us.
  388. Reed, Carroll E.: "What Is Linguistics?" GQ, XXV (Jan. '52), 16-25. It is necessary to examine several representative opinions in the light of their historical development in order to answer this question satisfactorily. The term linguistics has experienced such an increase in use and in misuse as another name for the word philology.
  389. Robins, R. H.: "A Problem in the Statement of Meanings," LN, III (Dec. '52), 121-137. The writer considers a view put forth by the late Professor L. Bloomfield on the statement of meanings in the case of a certain class of words called "private perception words" by the writer. This problem must be faced by linguistics. The study of meaning has a claim to a central position in the study of language-behavior.
  390. Siler, Henry: "A Practical Study of French Final Consonants," FR, XXVI (Oct. '52), 51-55. Since rules on French final consonants are rarely explained in a simple, practical manner in beginning texts, the writer passes on to others the results of his work with the hope that it may be useful to others. He has confined his study to the Vander Beke word list. He wishes it to be a practical reference for beginning students as well as for teachers and methodologists.
  391. Stone, Howard: "The Lost Vocabulary of the *Cid*," MLQ, 13 (June '52), 200-211. The *Cid* is of peculiar interest in marking the span of Castilian among modern languages. This study is semantic; it deals with lost and surviving words and meanings. The survey of data relating to the lost *Cid* words impresses one with the unity and constancy of the Spanish language where one might have expected change and diversity to develop. In eight centuries the over-all identity of Castilian is maintained to an astonishing degree and in the face of appalling obstacles to linguistic unity.
  392. Sullivan, G. P.: "'Al Espejo' vs. 'En el Espejo' and 'En' vs. 'Dentro de'," H, XXXV (May '52), 224-225. The *en espejo* phrase is often modified in many ways; *al espejo* contains no modifier, and *en espejo* functions as a concrete noun while *al espejo* as an adverbial stereotype. An explanation of each preposition in question is given with several Spanish examples.
  393. Szemerényi, Oswald: "The Etymology of German *Adel*," W, 8 (Apr. '52), 42-50. The word *adel* is usually regarded as the linguistic expression of a thoroughly German conception and institution. The German word has a widespread group of cognates in the earlier phases of all the Germanic languages. It is considered wise to list them as they are in the article. The various aspects of these related words with regard to phonetics, word formation and semantics, as far as is possible within the Germanic itself, is then done.
  394. Taylor, Douglas: "A Note on the Phoneme /r/ in Dominica Creole," W, 8 (Dec. '52), 224-226. Today in the French islands of Martinique and Guadeloupe and in the Republic of Haiti, the Creole *r* takes the place not only of French pre-vocalic *r*, but also to a large extent that of the former aspirate *h*. The later phoneme has been retained by all dialects of Dominica Creole, some of which fail to distinguish *r* from *w*. A careful explanation of all this is given.
  395. Urrows, Henry H.: "An Introduction to Semantics," PRJ, VIII (Dec. '52), 18-19. Semantics is the study of word meanings, and its potential contributions toward attainment of professional standards in public relations could be decisive. Semantics serves as a good disciplinary influence; it points toward straight thinking. Many can profit from what this science has to offer.
  396. Wonderly, Wm. L.: "Semantic Components in Kechua Person Morphemes," L, 28 (July-Sept. '52), 366-376. For this discussion the definition of the term *sement* as it was defined some years ago is maintained. There are types of morphemes whose meaning is complex for which we must deal with semantic features that are submorphemic. Several Spanish examples are given, also an analysis based on Ayacucho Kechua which differs from the Cuzco dialect of Kechua.
  397. Woodbridge, Hensely C.: "An Evaluation of Studies in Spanish Philology," H, XXXV (Aug. '52), 283-295. There are three parts to the bibliographical study of Spanish philology: the standard language of Spain, the dialects, and the language of Spanish America. This article deals with the first one of these three. The writer discusses bibliography, grammar, lexicography, loan-words, stylistics and semantics. All approaches (historical, psychological, descriptive) to linguistic truth add to our knowledge of language.

Adam  
Albre  
Ande  
Arjo  
Artin  
Avto

Babo  
Babo  
Bako  
Baki  
Bark  
Bask  
Baze  
Bear  
Bebe  
Bégu

Bein  
Benj  
Benj  
Benn  
Benn  
Berg  
Berr  
Bign  
Birk  
Blan  
Blun  
Boli  
Borg  
Bot  
Brac  
Brac  
Breh  
Brev  
Broo  
Broo  
Brov  
Bryz  
Buel  
Buff  
Bull  
Bury

Calc  
Cam  
Can  
Cha  
Che  
Chil  
Cho  
Citr  
Clar  
Coa  
Coh  
Coll  
Con  
Cor  
Cor  
Cros  
Curo

398. Zellig, S. Harris: "Discourse Analysis," *L*, 28 (Jan.-Mar. '52), 1-30. A method is given in this paper for the analysis of connected speech or writing. The method explained is a formal one and depends on the occurrence of morphemes as distinguishable elements. New information beyond that of descriptive linguistics

can be obtained. The approach can be started from two types of related problems: that of continuing descriptive linguistics beyond the limit of a single sentence, and that of correlating culture and language—non-linguistic and linguistic behavior.

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## BIBLIOGRAPHIES OF MODERN LANGUAGE METHODOLOGY

*The Modern Language Journal* wishes to call the attention of the language teaching profession to the *Bibliographies of Modern-Language Methodology, 1946, 1947, 1948*, prepared under the general direction of Professor James B. Tharp, published by the College of Education, Ohio State University. This excellent compilation fills the gap of the years during which the *MLJ* did not publish its annual Bibliography of Methodology.



## Book Reviews

JOHN B. CARROLL, *The Study of Language*.  
Harvard University Press, Cambridge, 1953,  
pp. xi+289. Price \$4.75.

This work is the outcome of a report made for the Carnegie Foundation in 1950. Its chief merits are: 1. it presents some sort of *état présent* of what is going on in the field of linguistics; 2. it endeavors to link linguistics with other branches of human knowledge, notably psychology, the social sciences, philosophy, education, and communication engineering; 3. it endeavors, within the limitations prescribed by the author's training and his sources of information, to be objective. Its language is for the most part comprehensible, though we occasionally encounter such terms as *structured* and *encapsulated*, as well as some definitions which may prove a trifle abstruse to the ordinary language teacher.<sup>1</sup> There is a wealth of valuable, up-to-date and fascinating information in the chapter on "Communication Engineering," which summarizes the latest findings and inventions of the authentic linguistic scientists, who work with precision instruments enabling them to reach accurate and provable conclusions about speech.

On the debit side is the author's point of view regarding "The Study of Language," which he makes synonymous with linguistic "science" in its more speculative and unproved reaches. It comes as somewhat of a shock to a Romance philologist, for instance, to discover that his branch of linguistics is not even mentioned in the Index, and that while Trager rates fourteen separate references and four full pages of discussion, such names as Diez, Meyer-Lübke and Menéndez-Pidal are conspicuously absent, along with those of such contemporary and methodologically modern workers in the field as Navarro, Pulgram and Politzer. Other indications of the author's prejudices: references in the Index to American Indian languages, nine; to Germanic languages, two; to Romance languages, one; references to "primitive languages" are regularly preceded by the qualifier "so-called" (p. 121 *et pass.*); the Bibliography of linguistic periodicals (p. 217) omits reference to the University of California's *Romance Philology* and the University of Syracuse's *Symposium*, though it lists such predominantly pedagogical journals as *French Review*, *Hispania* and *Modern Language Journal*.

There is little doubt that Mr. Carroll favors the American Indian school of linguistics, and his general attitude seems to be *extra ecclesiam nulla salus*. Take, for instance, this statement (p. 40): "Suppose linguistic analysis were able to show that there is no such thing as a *word*; we would then be forced to accept that fact, regardless of any psychological intuitions we might have to the contrary."

Yet he is not an altogether indiscriminating enthusiast. On p. 14 he says: "Linguistics is also an explanatory science. Linguists wish to determine why sounds and meanings

change." This smacks of heresy; if we consult the Bible of the linguistic "scientists" on this point, this is what we find: "In terms of linguistic science, the only answer to the question Why? is a historical statement. Why do we call an animal of the species *equus caballus* a horse? Because that is what our parents called it, and their English-speaking ancestors before them for over a thousand years. . . . Attempts to answer the question Why? in other ways—by appeals to psychology, philosophy, or abstract logic—may seem esthetically more satisfactory, but are never anything better than guesses, unprovable and fruitless."<sup>2</sup> The contrast between the two attitudes is obvious.

One of the linguistic scientists has recently discovered that within a given civilization, "each of the cultural systems other than language is dependent on language for its organization and existence" and that "the full statement of the point-by-point and pattern-by-pattern relations between the language and any of the other cultural systems will contain all the 'meanings' of the linguistic form."<sup>3</sup> Shorn of the verbiage, this means that there is an intimate relationship between a language and all the other human activities of the group that speaks it, and that a study of the language will shed light upon the group's civilization, while a study of the non-linguistic activities of the group will shed light upon the language. This is something that language teachers have suspected for a long time, even to the extent of acting upon the assumption in their courses. They will perhaps not object to the term *metalinguistics*, applied to this discipline by its "inventor," or to the *exolingistics* that Mr. Carroll suggests as a substitute (p. 29).

A good deal of light is cast upon the political and sociological philosophy and objectives of some of our linguistic "scientists" by Mr. Carroll's extended account (pp. 123-125) of an experience in Haiti (UNESCO's Pilot Project—Phase One, 1947-1949) designed to reduce that country's illiteracy. Cultured Haitians speak excellent French, but the illiterate speak Creole, which is a Pidgin variety and, in the author's own words, "is widely regarded by Haitians as inferior to French." Some well-meaning social reformers undertook to solve the literacy problem by giving Creole the status of official national language and relegating French to the status of an almost foreign tongue. This was

<sup>1</sup> The definition of a phoneme, p. 34: "Essentially, a phoneme exemplifies a unit of a culturally determined system which arouses a differential response in a member of the culture. It represents, within that system, a class of possible events (in this case, *allophones*, that is, physically or phonetically different sounds) which are equipollent with respect to the behavioral discriminations which can be observed in the users of the system."

<sup>2</sup> B. Bloch and G. L. Trager, *Outline of Linguistic Analysis*, Linguistic Society of America, Baltimore, 1942, pp. 8-9.

<sup>3</sup> P. 26; cited from G. L. Trager, *The Field of Linguistics*, Norman, Okla., 1949.

regarded in some quarters as "a wicked innovation threatening Haitian spiritual and political independence." Robert A. Hall, Jr., called in as a linguistic expert, sided with the innovators, as might have been expected, and the Haitian government is now proceeding with the teaching of Creole in the schools. Ludicrously, "further steps are being planned . . . to develop instructional materials for allowing pupils to pass easily from Creole to French. It is recognized that the ultimate aim of the literacy training must include the reading of French because of the established position of that language as one which links Haiti with an international culture." If the Haitian lower classes are ultimately to go back to French, why not teach them French in the first place? But, says our author solemnly, "the unrealistic and emotionally toned attitudes of the populace must be changed if any real progress is to be made." So be it ever when people try to defend the higher aspects of their culture against linguistic "scientists" striving for the least common denominator!

What of Mr. Carroll's language-teaching philosophy? In 1948, Agard and Dunkel presented, after four years of investigation sponsored by the Rockefeller Foundation, their findings on the question whether greater progress in language learning was made by classes using the conventional approach or by experimental classes stressing aural-oral skills.<sup>4</sup> In their own words (p. 178), "within the total instructional time available for these experiments, the newer procedures and techniques have not proved themselves impressively in training students of average aptitude and motivation." Mr. Carroll takes issue with the methodology by which the study was conducted, and one gets the impression that he would much have preferred to see the aural-oral approach come out on top. Yet he admits (p. 190) that: "though linguistic analysis has played an important role in these new language-teaching programs, *linguistic analysis is not a method of instruction*; it merely has something to say about *what is to be taught*." He further admits (p. 192) that: "the writer is forced to the conclusion that the methods of the linguistic scientist *as a teacher* are not necessarily the most effective methods." (The italics are Mr. Carroll's.) With these conclusions we can hardly disagree.

One minor item on which Mr. Carroll may be corrected appears on p. 210, where he describes Minoan as an unknown language for which there is no Rosetta stone or external evidence of any real helpfulness.<sup>5</sup>

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MICKS, WILSON and OLGA LONGI, *The New Fundamental French*. Oxford University Press, New York, 1953, pp. 294. Price \$3.15.

It is a refreshing pleasure to have a revised edition of *Fundamental French*. The changes which have been made are, for the most part, improvements, especially in so far as they relate to classroom use, length, and variety of exercise materials.

The book has an attractive cover with pictures on the inside. The rustic scene in front might better have been replaced by some familiar landmark, since the picture chosen is not particularly distinctive of France and could easily

have been made in the United States. The *Arc de Triomphe* inside the back cover, however, is very good.

Some of the illustrations placed in the book are good, at least photographically. Some, however, seem to be blurred, poorly reproduced, or very dark as if they were made on a cloudy day or in the rain. The prominently predominant rustic scenes are no doubt true pictures of the places where they were made, but they will not awaken any interest in "*choses françaises*" on the part of eager elementary students. Rather the opposite. It would seem more purposeful and attractive to use sweeping panoramic views made from above, or things which are known and famous, such as Le Louvre, Versailles, or an oblique front view of Notre Dame. What does it matter if teachers have seen them before? Few of the students have, and it is they whom we wish to impress favorably, since they know so little about France. Illustrations might better present the greater glories of France than show ox-drawn loads of hay, pig-pens, or vineyards whose vines are undiscernible. Further, there can be no excuse for the inclusion of the "gag" picture opposite page 142. A student on viewing it asked: "What kind of 'screwballs' are those Frenchmen?" This instructor could only grin and bear it.

The elimination of phonetics "in accordance with current trends" (page v) has helped give a more compact volume, but as with so many other things, "We don't miss them until they are gone." Teachers who have never required elementary classes to learn phonetic symbols have often found that the better students have acquired some facility in their use to check their pronunciation—justification enough for their inclusion. Further, the less-well-prepared teacher has depended on the symbols to check himself.

The simple statement method of introducing pronunciation is commendable. However, in relating French sounds to English sounds it is somewhat inaccurate to say, for instance, "French *i* is like *i* in English police" (page xiv). It would be more nearly accurate to say "similar to" or "somewhat like." This would not be misleading or confusing.

It is not our purpose to discuss awkward French or stilted forms and sentences. These will usually be found in any text material prepared by a native American. They are usually best spotted by native Frenchmen in whose English the American in his turn could find textbook English. These are of minor importance. Do we native Americans always agree on what is good English usage?

Misprints in this volume are rare and are often more easily seen by the slow-reading elementary student than by the faster-reading instructor.

The first part of each lesson is the usual explanation of grammatical rules with examples to illustrate. Although the French in these sections is in bold-faced type, the authors have placed so much on a page that the grammatical exposition seems to be crowded. There is no extra spacing between topics and examples. This adds to the crowding.

<sup>4</sup> F. B. Agard and H. B. Dunkel, *An Investigation of Second-Language Teaching*, Ginn, Boston, 1948.

<sup>5</sup> M. Ventris and J. Chadwick, *Evidence for Greek Dialect in the Mycenaean Archives*, *Journal of Hellenic Studies*, 1953, pp. 84-103.

It seems almost as if the material were written and tailored to make use of all of each line in so far as possible. This compactness and density makes the material often resemble continuous prose. This adds to students' difficulties in their studying. Grammatical explanations, however, are mostly concise and clear. The statements made do not cover all cases, but they are sufficient in that they cover a majority of the most important, which is all we wish to give elementary students anyway. This is commendable.

Your reviewer does not believe that the author of an elementary textbook should use words in his examples which have not been given in vocabularies (viande, page 15). Sometimes these creep into exercises. Also, when verbs are given in tenses such as *donner* (page 16) and *aller* (page 36), they are not given in the lesson vocabularies. This is unfair to students. Further, sufficient explanation was not given for Exercise E (page 39) to make it possible for students to do #10. Nor was the explanation of the position of pronoun objects in Lesson VI sufficient to prepare students to deal with objects of infinitives. Further, students are confused by words which occur in reading selections (*semblables*, page 23), which are not recognizable cognates and have not appeared in vocabularies. Regardless of the fact that there may be some advantage in having a student think for himself at times, it is outweighed by the frustration of his seeking and not finding.

The reading selections, Exercise A, use a restricted vocabulary concerning a certain phase of life, but this vocabulary brings into the early lessons words of a very low frequency such as *sabotier*, *boutique*, *boucherie* in Lesson II, and *caillou*, *fendre*, *colline* in Lesson V. I'm not sure that this is good. This seems to be a contradiction of the authors' statement in the Preface (page v): "Mastering first what is absolutely essential."

I cannot always agree with the authors that the material is "written in simple French, devoid of artificiality" (page v). Exercise A is made as natural as the material used and the knowledge of the authors will allow. Teachers and students who were reared in or close to rural life always get some good laughs from textbooks written by people who are obviously city bred. The authors' knowledge of rustic matters seems somewhat slight. One student asked her instructor: "Have you ever seen 'une vache grise'?" He had to admit that he had not. Other things which students found amusing on the same page (page 29) were "des cochons dans un autre pré" and "un enfant et son chien gardent des vaches." Also many students were greatly confused in trying to unravel the intertwined family relationships of the butcher, the baker, the grocer, and the shoemaker in Lesson II. Enough aspersions have in the past been cast upon expressions such as "une vieille femme avec un parapluie bleu" to have spared us from it. From the standpoint of logical probability, the sentence "Un joli bébé joue avec sa mère" (page 23) might more logically have read "Une mère joue avec son joli bébé." The alliterative effect of "deux beaux bateaux bleus" (page 33) is hardly devoid of artificiality. The children's lunch, "du pain frais, du beurre, et une belle pomme" (page 37) seems somewhat unbalanced, incomplete, and short.

What would be a logical answer to the question, "Avez-vous entendu la nouvelle?" (page 49)? It is difficult to

imagine anyone answering, "Pas encore." It would be more natural to say "Quelle nouvelle?" or just "Non."

Space does not permit this to be continued further, but it seems that in an effort to make the selections include as many words as possible, the authors have given us at times a kaleidoscopic view of too much.

The questions in Exercise B are short enough to be answered quickly, and the answers are apparent and logical enough to be easily found.

The "ask a classmate" exercise (C) is stimulating to good students but a bit vague at times for the less gifted.

Exercises E and F consist usually of blanks to be filled or words to be properly placed or spelled. These are interesting and snappy enough to be easily done.

Exercise F, the English to French sentences, are short, easy, natural, and not too numerous. They can be done profitably and quickly.

The vocabulary, placed at the end of each lesson, is an advantage in being close enough for convenient reference, yet far enough away to keep from being too much of a crutch. Aside from the low-frequency words previously alluded to, the vocabularies seem well chosen and adequate, with neither too many nor too few entries.

Over all, the exercise material is sufficiently different to give variety, short enough to be done quickly, yet long enough to give sufficient practice for mastery of grammatical principles. The fact that there are not too many exercises pleases the students who often have a feeling of being rushed along if all exercises are not done in their entirety.

The review lesson which comes after each eight lessons is helpful and valuable for rapid review and for students' checking their forgetfulness.

The additional exercises, English to French, pages 223-234 might have been omitted for the sake of brevity and in accordance with "current trends."

The appendix with regular and irregular verb paradigms seems adequate and usable.

As a long-time user and admirer of the original *Fundamental French*, I heartily recommend *The New Fundamental French* as very usable, compact, and interesting. I have adopted it at my institution for a three-year period. It is my feeling that it is the best grammar available for my purposes, those of my institution, and those of our students. It deserves wide adoption and use.

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FRIES, CHARLES CARPENTER, *The Structure of English*. New York: Harcourt, Brace and Company. 1952, ix+304 pp.

Our traditional and authoritarian attitude toward matters of standard and non-standard speech is largely kept up by our schools. Fanciful dogmas as to what is "good English" are handed down by educational authorities and individual teachers, not too many of whom even know that anyone has ever challenged<sup>1</sup> the materials and procedures of our formal grammar.

<sup>1</sup> For historical evidence upon which the challenge is based, see S. A. Leonard, *The Doctrine of Correctness in English*. Madison, Wisconsin: University of Wisconsin Press, 1929.

The linguistic approach adopted in *The Structure of English* differs from that followed by the conventional school grammars, for it attempts to apply some of the principles underlying the modern scientific study of language. This different approach is not difficult in itself but it may at first be somewhat confusing to those whose thinking in linguistic matters has been channeled by the traditional methods and materials of grammatical study.

Language, according to Fries, may be defined as a system of symbols, in which the symbol is necessarily a dualism, consisting of form and meaning. A sentence, Fries assumes, is "a single free utterance, minimum or expanded; i.e., that it is 'free' in the sense that it is not included in any larger structure by means of any grammatical device." (p. 25) He holds that an English sentence is not a group of words as words but rather a structure made up of form-classes or parts of speech: "Class 1" words (e.g., *concert*), "Class 2" words (e.g., *saw*), "Class 3" words (e.g., *good*), and "Class 4" words (e.g., *always*). Take for example the Jabberwocky-like sequence, *woggles ugged diggles*; *woggles* is a "thing" word of some kind, *ugged* is an "action" word, and the action was directed toward a "thing," *diggles*. Then there are the fifteen groups of "function words": e.g., *the*, *may*, *very*, *not*, *and*, *at*, *do*, *there*, *when*, *after*, *well*, *yes*, *look*, *please*, *let's*.

In the latter chapters, Fries considers the names, *subject*, *predicate nominative*, *appositive*, *object*, *noun adjunct*, *modifier*, etc., as names of structures; and he points out the obvious differences between structural meaning and lexical

meaning (meaning of words). Fries holds that the two aspects (structural and lexical) constitute "linguistic meaning." The latter is important, although it does not constitute the total meaning of an utterance. In fact, "to grasp only the linguistic meaning is mere verbalism." (p. 295) The total import of an utterance consists also of the "social meaning," of the social-cultural significance of an utterance. (p. 296)

In his approach to the grammatical analysis of sentences, Fries also assumes that "all the structural signals in English are strictly formal matters that can be described in physical terms of forms, correlation of these forms, and arrangements of order." (p. 58) Challenging the traditional method of dealing with sentence structure, he insists over and over again that we cannot start with and use the total meaning as the basis for the analysis—an analysis that does not go beyond ascribing certain technical terms to parts of the meaning already known. "... it is this kind of grammatical analysis that modern linguistic science discards as belonging to a prescientific era." (p. 55)

The proofreader overlooked *superseded* which is used for *superseded* on pages 112 and 141.

*The Structure of English* requires study of and insight into grammatical processes. Of a certainty, the new system of grammar described substantiates the remark, "In more than one sense a modern grammarian should be *novarum rerum studiosus*."

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